

Special educational needs (SEN) information report

Rainham Mark Grammar School



Approved by:	Andy Smith, SENCO	Date: 11 December 2023
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read the RMET SEND policy.

You can find it on our Trust website <https://www.rmet.org/page/?title=Policies&pid=34>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mr Andy Smith.

He has 2 years' experience in this role and has worked as a Head of Year for 8 years prior to this. He is a qualified teacher and a member of the Senior Leadership Team.

He achieved the National Award in Special Educational Needs Co-ordination in 2023

He also holds the National Professional Qualification in both Middle Leadership and Senior Leadership (NPQML and NPQSL) and is currently working towards the National Professional Qualification in Headship (NPQH).

Inclusion Manager

Our Inclusion Manager is Mrs Claire Else.

She has 10 years' experience in this role and has also been a Home School Support Worker in a number of Medway Schools.

She achieved the National Award in Special Educational Needs Co-ordination in 2017.

Subject Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Learning Support Assistants (LSAs)

We have a team of 5 LSAs, including 2 Emotional Literacy Support Assistants (ELSAs) who are trained to deliver SEN provision.

Our team of LSAs are trained to deliver interventions such as, Handwriting, Spelling, Drawing and Talking.

In the last academic year, LSAs have been trained in:

- One to one mathematics (supported by student's Math teacher)
- One to one English (supported by student's English teacher)
- Mentoring to SEN Support students
- Spelling
- Hand writing
- One to one ELSA sessions
- Speech and Language (with support and assessment by allocated therapist)
- Drawing and talking
- Circle of Friends
- MOT "This is me" programme and transition work

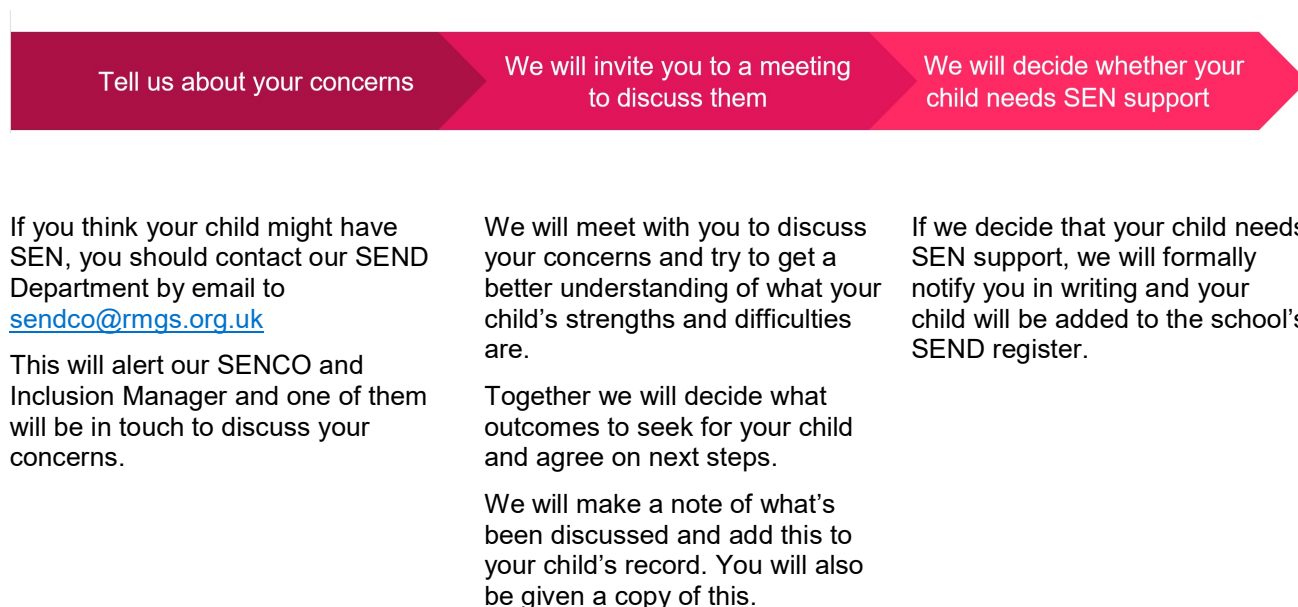
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include, but are not limited to:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS) / NELFT
- Rivermead Triple R
- Malborough Outreach Team (MOT)
- Social services and other LA-provided support services
- Kent Association for the Blind
- Sensory Impairment Advisory Service

- Emotional Based School Avoidance (EBSA) intervention.

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

Our subject teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include appearing to better verbally than in written assessments, or displaying obvious struggles with social interactions, for example.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will provide the pupil with support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and/or in social situations to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

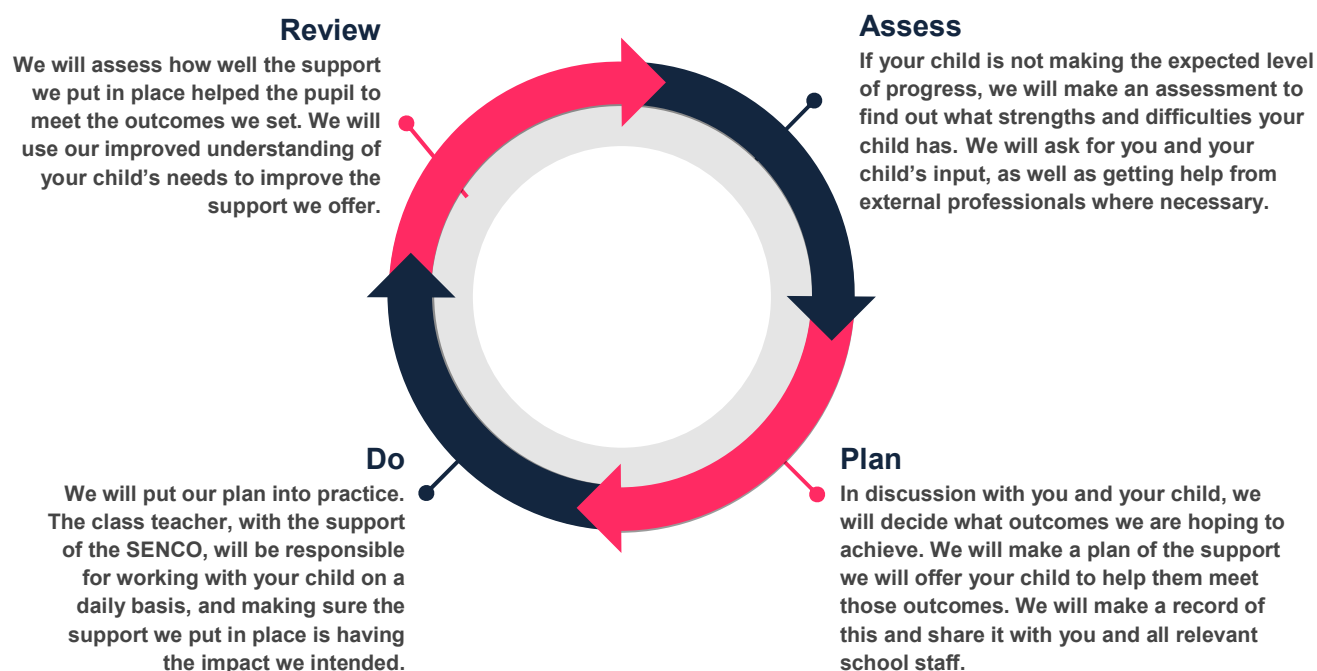
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO or Inclusion Manager will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' described in the current SEND Code of Practice (DfE/DoH 2015) to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide three reports on your child's progress alongside a parents' evening meeting with each subject teacher each academic year as routine. Additionally, the SENCO may also meet with you to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's subject teacher, via their school email address.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations might include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Learning Support Assistants may support pupils on a one-to-one basis when necessary.
- Learning Support Assistants may support pupils in small groups when

We may also provide the following interventions:

- One to one mathematics (supported by student's Math teacher)
- One to one English (supported by student's English teacher)
- Mentoring to SEN Support students
- Spelling
- Hand writing
- One to one ELSA sessions
- Speech and Language (with support and assessment by allocated therapist)
- Drawing and talking
- Circle of Friends
- MOT "This is me" programme and transition work

These interventions are part of our contribution to Medway's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after prescribed time period (dependent on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review, if they have an education, health and care plan (EHCP)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More Learning Support Assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

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

All pupils are encouraged to go on our school trips, including residential.

All pupils are encouraged to take part in activities which require a collapsing of the regular timetable, for example, sports day and specialist subject workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admission to RMGS is not prejudiced by a student having a SEN. Full details of our admissions process can be found on our website - <https://www.rainhammark.com/page/?title=Admissions&pid=30>

13. How does the school support pupils with disabilities?

Support for pupils with disabilities is determined on a case by case basis and with the input from experts from specialist external agencies and organisations.

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 accessible 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 outside reception. The site is very clearly sign posted and there are visual timetables for students who need them.

The school's accessibility report can be found here - <https://www.rainhammark.com/page/?title=Useful+Links&pid=307>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school's student leadership programme
- We provide extra pastoral support for listening to the views of pupils with SEN by allocating an adult mentor to every pupil on the SEN register
- We run a Buzz club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Our anti-bullying policy can be found here - <https://www.rainhammark.com/page/?title=Key+Policies&pid=55>

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we ensure that our inclusion profile document and pupils individual plans/profiles are up to date, so that the subject teachers for the next academic year have the most up to date information on how to best support our pupils with SEN.

We may also allocate a LSA to support the pupil in their new classes initially in the new academic year where this is deemed appropriate.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO or Inclusion Manager to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We allocate a mentor to new to help them get settled in

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

The Head of Year (the designated teacher for LAC) will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The school's complaints procedure can be found here – <https://www.rmet.org/page/?title=Policies&pid=34>

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The disagreement resolution and mediation services for Medway are administered by SENDIAS. Details can be found here - <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Medway local offer. Medway publishes information about the local offer on their website: <https://www.medway.gov.uk/localoffer> (if you fall under KCC, their local offer can be found here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>)

Our local special educational needs and disabilities information advice and support services (SENDIAS) organisations are: <https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/> (if you fall under KCC then see here - <https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent>)

The useful links page of the SEND section of the school's website provides links to local and national organisations that offer information and support to families of children with SEND and can be found here - <https://www.rainhammark.com/page/?title=Useful+Links&pid=307>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

20. References

DfE/DoH (2015) Special Educational Needs and Disability Code of Practice. London: DfE

21. Appendix – SEN Identification Process Flowchart

