



# Rye College Policy

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| Policy Title:              | SEND Information Report |
| Leadership Responsibility: | SENDCo                  |
| Review Body:               | Executive Headteacher   |
| Date:                      | September 2021          |
| Review:                    | September 2022          |

## Meeting the Needs of Students with Special Educational Needs and Disabilities

Our mission is to 'create bright futures for all'. With this in mind, we work hard to ensure that every child is happy and well supported on their educational journey with us. We want every child to grow and flourish in our care.

Our college is set in the attractive heart of 1066 country and is a place where students feel safe and have space to learn. We pride ourselves on being a closely-knit community where students are known as individuals and where their talents are nurtured.

### Our Aim

To challenge every learner to exceed their own expectations of themselves; create a can-do culture and the resilience to excel; include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

### Overview of provision for SEND students 2020-21

During the academic year 2020 -21 Rye College has continued to carefully review the provision offered to SEND students and make significant improvements. The school continued with non-negotiable dyslexia and speech and language friendly strategies in the class room which are regularly quality assured by the SENDCo.

Rye College continues to rigorously implement Quality First Teaching strategies and these are recognised by the SEND Code of Practice as the first level of support for SEND students. Our School Improvement Plan clearly identifies the progress of SEND students as a priority and as such the school will allocate resources to achieve this.

Teaching Assistants receive ongoing training, supported by the Aquinas Trust, in the use of support materials for dyslexia, speech and language, memory and organisational skills, and with running small groups to support specific needs such as handwriting and emotional literacy.

During 2020-21, East Sussex County Council will work with Rye College to ensure we continue to receive the East Sussex Quality Mark for inclusion. This mark recognises that the school has been successfully audited in detail for the support that it offers SEND students.

### Support for SEND during lockdown

During both national lockdowns, some of the most vulnerable students including those on the special needs register attended school and were supported with their remote learning.



All students were provided with remote learning, and groups of students with higher levels of SEN needs were provided with differentiated resources.

The SENDCo and Assistant SENDCo maintained regular contact with students with Education, Health and Care Plans (EHCPs), Child Looked After (LAC) students and SEN students where parents, staff or external agencies requested additional support. All SEN students were contacted by Rye College staff for safeguarding and to offer support with remote learning.

All SEN students, who had difficulty accessing remote education due to lack of IT equipment at home, were provided with new personal laptops.

Throughout lockdown Rye College provided remote pastoral support for all students including those with SEN needs.

Students with EHCPs and LAC students had individual risk assessments regarding learning from home, returning to school and the reasonable adjustment of provision required by their EHCP.

GCSE results have been assessed following government guidance due to COVID-19, and this year SEND students achieved an overall Attainment 8 score of 29.63.

The impact of the support provided to SEND students has been compared to the progress that students have made, and this has led to recommendations for further improvement which will be implemented during this academic year. This forms part of Rye College's graduated response to SEND student support.

### **Equality and Inclusion Statement**

At Rye College, we value the individuality of all our children and employees. We aim to be a happy, safe and welcoming environment where all can achieve irrespective of age, disability, ethnicity, faith, gender or sexuality.

Rye College actively promotes and practices acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

The Trust is committed to the promotion of Equal Opportunities for all members of the college community; discrimination on any basis is totally unacceptable in any of our schools.

### **Safeguarding**

Rye College is committed to safeguarding and promoting the welfare of students and expects all employees and volunteers to share this commitment. We have several policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be found on the college website [www.ryecollege.co.uk/mustknow/policies](http://www.ryecollege.co.uk/mustknow/policies).

### **Special Educational Needs and Disability**

Students come to school with a variety of needs. Each student has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all our students, whatever their abilities or disabilities.



Not all students with disabilities have special educational needs (SEND) and not all SEND students meet the official definition of disability. Students have special educational needs if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our students and seek fully to involve parents and families in the SEND process and provision. We aim for all the students on the SEND register to be integrated fully into mainstream classes and be supported as appropriate by all colleagues.

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| <p><b>Information and Guidance:</b><br/>Who is the SENDCo and how do I contact them and other key people in our school?</p>                  |  |
| <p>Class teacher or form tutor</p>   | <p>He/she is responsible for:</p> <p>Adapting and refining the curriculum to respond to strengths and needs of all students. Checking on progress of your child and identifying, planning delivery of any additional support.</p> <p>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</p>   |
| <p>SENDCo<br/><b>Mr M. Townsend</b><br/>Tel: 01797 222545<br/><a href="mailto:mtownsend@ryecollege.co.uk">mtownsend@ryecollege.co.uk</a></p> | <p>Applying the school's SEND Policy.</p> <p>If you have concerns about your child you should speak to your child's class teacher/form tutor first. You may then be directed to the SENDCo.</p> <p>He is responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating provision for children with SEND and developing the school's SEND policy.</li> </ul> <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> <li>• Involved in supporting their child's learning.</li> <li>• Kept informed about the range and level of support offered to their child.</li> <li>• Included in reviewing the progress of their child.</li> <li>• Consulted about planning successful movement (transition) to a new class or school.</li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled</li> </ul> |



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|  | and confident about meeting a range of needs.   |
| Head of College<br><b>Mr D. Downes</b> | He is responsible for:<br><br>The day to day management of all aspects of the school, including the provision made for students with SEND.<br><br>Supporting the school to evaluate and develop quality and impact of provision for students with SEND across the school. |

### What types of special educational needs and disabilities does our school cater for?

Rye College supports the needs of students as described by the SEND Code of Practice 2014. A young person is considered to have SEND (Special Educational Needs or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They may have significantly greater difficulty in learning than most others of the same age or have a physical disability which affects their access to the learning environment.

SEND needs are described in the Code of Practice:

**Communication and interaction** – this includes young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.

**Cognition and learning** – this includes young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health needs** – which may include becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. Some young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs** – this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

### How does our school identify special educational needs and disabilities?

Should a student not make expected progress, the school will investigate why this is and the SENDCo will arrange for the student to be assessed for SEND needs if this is appropriate. This could be through assessments available in school or through external agencies.

We will assess and report on SEN students' progress three times a year. Classroom teachers formatively assess student progress regularly to identify gaps in learning and adjust their teaching accordingly.

The SENDCo will review behaviour and attendance data to further identify students with high levels of need.



Rye College now assesses the reading fluency and comprehension of all year 7 students soon after they join us using NGRT Online. We also screen all students for dyslexia using DSL online. These assessments, combined with KS2 results, can help identify students with literacy difficulties.

At Rye College, the Higher-Level Teaching Assistants (HLTA) for literacy and numeracy can also assess students' abilities in those areas in more depth at the beginning and end of an intervention. An individual dyslexia screening test is available through the SENDCo or HLTA for literacy, and students with SEMH needs can be assessed through Boxall on-line. The SENDCo can also refer students to external agencies such as Occupational Therapy, Speech and Language Services, and CAMHS for further assessment, should they meet the criteria these agencies set.

When a student is confirmed as having SEND needs, this will be shared with the appropriate colleagues, e.g. their teachers and support staff, and the student will be put onto the SEND register as either SEND Support or Vulnerable. This SEND 'status' appears on teachers' classroom registers and mark sheets to identify them.

The SENDCo will share information with colleagues regarding students SEND needs and strategies for teaching and supporting students with SEND in lessons.

### **Tests and Examinations: Access Arrangements**

For some students, additional arrangements and adjustments can be made to enable them to fully access a range of tests and examinations. This might include additional time, rest breaks or the use of a word processor. The SENDCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. The school reserves the right to use the expertise and judgement of staff within the school to inform their decisions about access testing eligibility.

### **How does our school consult and work in partnership with families?**

Families of SEND students at SEND Support with an Additional Needs Plan or with an Education Health and Care Plan are invited to review the student's progress at progress reviews held three times per year.

Families are encouraged to contact a member of staff providing a specific intervention or during longer periods of support for teachers with SEND to discuss the young person's progress.

Written reports can be expected from external agencies when they provide an intervention.

The aim of additional support is to help the student make expected progress at school, and the families of students with SEND should see this reflected in the teachers' progress reports which are sent home to every child's families.

### **How does our school consult with students with special educational needs and disabilities and how do we promote student voice?**

Students with Education, Health and Care Plans or Additional Needs Plans will be invited to contribute to the review of their progress, academically and personally.

All students are encouraged to attend after school clubs and revision sessions, and a Teaching Assistant can be arranged to support SEND students with attending these.



## **What is our approach to teaching and supporting students with special educational needs and disabilities, including adaptations to the curriculum, the learning environment, and pastoral care and extra-curricular/enrichment activities?**

The SEND Code of Practice states: “High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND”. Therefore, colleagues at Rye College are made aware that a student has SEND needs through the distribution of a SEND register, the use of SIMS and an indication on the student’s mark sheets, their class registers and their seating plans.

Rye College will additionally use ‘Provision Map’ software to ensure all colleagues are aware of the SEND needs, and strategies to support students in the classroom. Provision Map is linked to our student management systems, such as SIMS and ClassCharts, and will further enable the college to implement a broad range of support strategies and monitor their effectiveness.

The SEND register offers useful support strategies for teachers to use in class, which refer to the ESCC SEND Matrix. This document explains what settings, schools and colleges/post 16~~7~~ providers are expected to deliver at SEND Support and to young people with high needs through their core funding, including those with Education, Health and Care Plans.

It is then the duty of teachers to provide ‘high quality teaching that is differentiated and personalised and will meet the individual needs of most children and young people’ (SEND Code of Practice).

To support high quality teaching, colleagues are enrolled on a cycle of continuous professional development, including training and guidance from the SENDCo, Deputy Headteacher for welfare and relevant external agencies.

In 2020-21, Rye College continued to implement a whole school Reading Strategy that aims to:

- Promote ‘Reading for Pleasure’ as an ethos across the school for all students;
- Increase students’ access to increasingly sophisticated reading material and vocabulary banks;
- Identify, assess and intervene to support weak and less confident readers, or those with a low Reading Age, to ensure their Reading Age improves and matches with their actual age;
- Create a culture of reading across the school.

Specific literacy lessons have been included in our Key Stage 3 curriculum.

## **What additional resources and support provisions and interventions are available in our school for students with special educational needs and disabilities?**

Students with SEND needs receive support in class from Teaching Assistants proportional to their level of need. Teaching Assistants at Rye College support several students in each class, helping teachers manage classes of mixed ability and need. Their work is to support the students to make progress and develop their independent skills. Teachers report that the support of Teaching Assistants is beneficial to the students learning and helps the student make progress.



Teaching Assistants can also provide individual and small group withdrawal sessions but the school strives to keep students in class where they can be taught by a trained teacher. For instance, we offer support with homework via a homework session (currently during first break).

We have Teaching Assistants on our team who have worked in English and maths for several years and grown to know the curriculum well. They have also developed their skills through further training in these areas.

We have a Teaching Assistant who works individually with our highly vulnerable autistic students. These students have many difficulties attending mainstream secondary school, and without support they often become too anxious to attend or present behaviour which is not appropriate in school.

Our HLTAs for literacy and numeracy arrange and manage small group and individual support sessions to develop specific skills. They assess the students to find their specific needs and target their intervention work to address these. They complete assessments at the beginning and end of their interventions to assess the students' progress. HLTA's also support small groups of students in class where this is seen to be most effective.

Rye College offers a supported break time group for vulnerable students, which encourages healthy eating and helps to monitor and support their social interaction.

Further information from parental consultation states that supported break time group is seen as a place where students with SEND can find supportive friendship groups with other students who understand their needs.

We also offer a school counselling service, Place2Be, and its student drop-in service, Place2Talk.

Students with medical needs have an Individual Health Care Plan arranged.

Currently, the school can offer the following specialist equipment:

- Laptops, reading pens and Read and Write software for students who will be allowed to use them during GCSEs;
- Coloured reading rulers, overlays and exercise books;
- Remote monitors for visually impaired students to access the whiteboard. Clamps and grips in DT and art for students with visual disabilities;
- Specific specialist equipment in PE for students with visual or physical difficulties;
- Word banks, prompt cards, writing frames and other materials developed to support students' individual needs.

### **Support for a student's overall well-being**

Rye College includes Life Education as a key part of its curriculum which is carefully designed to improve all students' emotional and social development. At Key Stage 3, students build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. Life Education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Students are encouraged to manage diverse relationships and the increasing





influence of peers and the media. Life Education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

We support SEND children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another, and we look carefully at the tutor groups that they will join in year 7.

The designated lead for welfare is Ms. Carpenter, Deputy Headteacher, and she takes an overview of all matters regarding this. We work with the relevant external agencies such as social services, Place 2 Be, CAMHS and ISEND TLP to find the best support for students with severe social and emotional difficulties.

### **What other agencies and professionals does our school work with to meet the needs of students with special educational needs and disabilities?**

Rye College accesses the specialist services available through ESCC:

- Sensory Support Team;
- ISEND Teaching and Learning Provision;
- Integrated Therapy Services;
- CAMHS;
- Behaviour and Attendance Service;
- Educational Psychology Service;
- Speech and Language Therapy Services;
- Targeted Youth Support;
- Virtual School for Adopted Children;
- Virtual School for Looked After Children;
- School Nurse.

### **How do we evaluate the effectiveness of our teaching, provisions and interventions for students with special educational needs and disabilities, and what does our school do if a student requires a higher level of support?**

Provision is evaluated by how it helps the student achieve the targets and outcomes set at the beginning of that provision.

Teaching Assistants will monitor how the support they give helps the student to learn, and the SENDCo will support them in reviewing this.

HLTA's complete assessments at the beginning and end of their interventions to evaluate the impact of their support.

External agencies will be expected to provide written feedback, or verbal feedback at review meetings, on the impact of the support they have supplied.

Families of students with an Education, Health and Care Plan, or an Additional Needs Plan, are invited to evaluate the provision they receive when the plan is reviewed.

The overall aim of all provision is to help the student make progress at school, and progress is evaluated in lessons by teachers. The progress of SEND students will be reviewed by the SENDCo





after each assessment point. The progress of SEND students towards the outcomes of specific provision will be reviewed every term.

During parental consultation parents cite that review meetings are informative, they feel their opinions contribute toward colleagues understanding of the children in planning support for them, and the meetings are a useful part of this process. Also, the student's strengths being discussed in something they value.

Where a student has an Additional Needs Plan or an Education, Health and Care Plan we follow the 'assess / plan / do / review' cycle to achieve the desired outcomes.

In East Sussex an Additional Needs Plan is used when, despite appropriate targeted support, a child/young person continues to make little or no progress or to work at levels significantly below those of their peers. ESCC state that if with relevant and purposeful action to identify, assess and meet the SEND of the child/young person they continue to not make expected progress, consideration can be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents/carers. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

## **What does our school do to support students' transition, including transition to their next phases of education, and their preparation for adulthood?**

### ***Year 7***

Rye College works with the local primary schools each year to gather information about the students joining in year 7. This year has included remote meetings with feeder schools where the student's teachers and others who have supported the student during year 6, are asked to provide a detailed picture of the young person's progress and development including special educational needs. The information is then used to support the students during transition.

Rye College arranges for all prospective year 7 students to attend several induction events during July, designed to prepare them for the following September.

If a primary school, or family, is concerned that a young person might find transition particularly difficult, the SENDCo has additional meetings and information gathering.

### ***Year 9***

During year 9 we prepare students for their option choices, with lessons that reflect the KS4 course content and expectations. Choices events will be arranged to discuss the course content with year 9 students considering the subject.

The process allows students to make an informed decision and families are proactively encouraged to be involved in this process.

### ***Year 10 and 11***

Rye College seeks to support students when they move on, to ensure they have an appropriate destination. Support is offered with finding appropriate education, employment or training when the



student leaves school, including support with the application system. Any student at risk of NEET will receive additional support to avoid this.

If a child has an EHCP, this will be reviewed and amended in enough time prior to moving between key phases of education. We ensure that students from year 7 to year 11 are provided with independent careers advice. Students with EHCPs in year 9 and above have particular focus on their post-16 education and employment, in line with changes to the Annual review process implemented by ESCC in 2021.

Our Assistant SENDCo, Mrs Mills, provides support for students on the SEND register in year 11 with their transition to their post 16 placement. This includes support with their UCAS forms and applications, support with visits and liaison with the future educational provider so that staff at the future placement are fully aware of the student's needs and can plan to support them when they begin.

### **What is the expertise of our school's staff and what training in special educational needs and disabilities is provided to them?**

Rye College has a designated Deputy Headteacher for Welfare, Ms Carpenter, who has a wealth of welfare experience in the education sector including acting as a SENDCo at a large East Sussex secondary school.

Our SENDCo, Mr Townsend, holds the National Award for Special Educational Needs Co-ordination, in a full-time appointment with the primary role of managing SEND provision.

Joining the Aquinas Trust has allowed Rye College to draw on the Trust's expertise in SEND support, with support, advice and training from Mr. Jeremy O'Donovan, Assistant Head, SEND, Bishop Justus School.

The college has a team of Teaching Assistants and Higher-Level Teaching Assistants (HLTAs) who are trained to deliver SEND provision for literacy and numeracy needs, working alongside a SEND provision coordinator.

The College employs dedicated full-time staff who support with both pastoral and attendance across all years.

Rye College is committed to ensuring that staff are aware of every student's Additional and Special Needs, and that staff receive regular, up to date training to manage these effectively through a regular cycle of CPLD.

### **If I have a concern or complaint regarding the provisions for my child in school, how will this be dealt with?**

If there are any disagreements with families about SEND support for their child, families should contact the SENDCo, Mr Townsend, in the first instance.

If parents are not satisfied with the outcome, they are advised to contact the Deputy Headteacher, Ms Carpenter.

Details about the school's formal complaints procedure are available from the school office or on the school website.



## Co-production of the SEND Information Report

- Co-production of the school SEND Information Report is an essential part of forming the school offer.
- All stakeholders, including parents, carers, Aquinas Trust SEND lead, Head of College and Trust representatives have worked to produce this document.
- The SEND Information Report should provide practical, straightforward information to families and other stakeholders about your school's inclusive practices and SEND provision.

| Personnel       |  |   |
|-----------------|--|---|
| Name            | Role                                     | Service provided  |
| Mr. M. Townsend | SENDCo                                   | EHCP Reviews, SEND advice, staff meetings, planning       |
| Mrs. A. Mills   | Assistant SENDCo – Provision Coordinator | Administration and Coordination                           |
| Mrs. F. Smith   | Numeracy Teaching Assistant              | Supporting students in maths lessons and year 11 subjects |
| Mrs. J. Lane    | Teaching Assistant                       | Supporting students and year 10 subjects                  |
| Mrs. V. Jordan  | Teaching Assistant                       | Supporting year 8 students in lessons                     |
| Mr. D. Neve     | Individual Needs Assistant               | Year 9  |

## Reviewing

The SEND Information Report will be reviewed on an annual basis.

Results from the parent survey December 2020:

### SEN Information Report Questionnaire:

**As a result of reading our SEND Information Report, do you think it provides a good reflection of the support we offer to children with SEND?** 89% agreed.

**Does the report use clear language and is it easy to understand?** 100% agreed.

**How useful do you feel that this document would have been to you when you were looking for a school for your child?** 89% said it was helpful or very helpful.

**Are there any areas that you feel we have not addressed within the report?** 100% said no.

**Would you like to be involved in the developing or review of future SEND Information reports/policies etc?** 33% said yes.

**I know why my child is on the SEN register:** 78% agreed; 11% partly agreed.

**I know which stage of the SEN Code of Practice my child is on: (SEN school Support/EHCP) \***  
44% agreed; 11% partly agreed.

**I know how my child is supported in school:** 67% agreed.

**I feel that I have sufficient information and communication about my child's progress through Subject Teachers, Learning Directors, SEN Team:** 78% agreed.



**I am concerned that my child is not getting enough support:** 67% disagreed.

**I feel that my child is making good progress at school:** 56% agreed.

**I am fully informed of how my child is progressing towards their targets:**  
56% agreed; 22% partly agreed.

**Rye College staff have given me suggestions of ways to support my child at home:**  
44% agreed; 11% partly agreed.

**I know who the SENDCo- Special Needs Co-ordinator – is at Rye College:**  
78% agreed; 22% partly agreed.

**I am able to approach staff about any concerns that I have regarding my child:**  
78% agreed; 11% partly agreed.

**BBL OCT 2020**

**BBL SEPT 2021**

#### EQUALITIES

*We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will consider the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy considering students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.*

#### DATA PROTECTION

*Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.*

*All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.*