



Sir Thomas Rich's School

Special Educational Needs Offer

This document has been drawn up using LA guidelines and the Code of Practice January 2015.

The SEN Code of Practice 2015 states:

Students have special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

Students have a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of students of the same age;

or have a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for students of the same age in schools in mainstream schools.

Special educational provision means:

educational or training provision which is additional to, or otherwise different from, that made generally for students of their age.

Introduction to Sir Thomas Rich's

As a selective boys' grammar school, Sir Thomas Rich's has only a few pupils who, according to the Code of Practice 2015, would be deemed to have special educational needs (SEN). Nevertheless, some pupils have specific learning difficulties, medical conditions, communication and interaction needs, social and emotional difficulties, a disability or a physical or sensory difficulties which can affect learning.

Please see the Frequently Asked Questions below to understand how Sir Thomas Rich's School supports pupils with a special educational need or disability. To arrange a visit or tour of the school please contact the Headmaster's PA, Ms Jane Morton. Her email address is jem@strs.org.uk

For further information, please see our SEND policy available at:

<http://www.strschool.co.uk/about/policies/Special%20Educational%20Needs%20Policy.pdf>

or contact the Assistant SENCO, Mrs Kim Hansen. Her email address is kh@strs.org.uk

For information about Gloucestershire's Local Offer use this link

http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family_page?familychannel=2

Frequently Asked Questions:

1. How does our school know/identify that children have special educational needs?

Pupils with a Special Educational Need can be identified in a variety of ways. Parents, pupils, subject teachers, the Assistant SENCO, the tutor, Head of Year or external agencies may be involved in the identification process.

The process of identifying students with Special Educational Needs begins in Year 6 as part of the secondary transition process. The Head of Year 7 and the Assistant SENCO visit primary schools to meet with Year 6 pupils who have already been identified as having SEN. The Assistant SENCO will also contact parents to discuss their child's needs and the transition process. Some pupils find it helpful to make additional individual visits to the school as well as attending the formal transition events for the new year group.

Literacy levels are closely monitored within the English Department, which will provide the Assistant SENCO with a list of any students who appear to have significant reading or spelling difficulties.

SEN referral forms are accessible to all members of staff. Any member of staff who has a concern about a particular pupil associated with special educational needs will complete a referral form and forward the referral form to the Assistant SENCO.

Parents or carers may make a referral if they think their child has special educational needs. If they have a concern, they should contact the Assistant SENCO. Sometimes parents refer their children to Occupational Therapists or other NHS services. These services will send copies of any reports to School, so where appropriate, teachers can support individuals.

2. What are the first steps our school will take if special educational needs are identified?

The Assistant SENCO will meet with the pupil to discuss their needs and will also liaise with the Head of Year in order to gain a broader picture. If a pupil appears to have a difficulty the pupil's name will be added to the School's **SEND Monitoring List**. The Assistant SENCO will communicate with both pupil and parents if this is the case. The Assistant SENCO will remain a point of contact for both pupils and parents whilst a pupil is on the SEND Monitoring List.

3. How will our school include parents and pupils in planning support?

Following a referral, the Assistant SENCO and pupil will meet to start planning support for the pupil. They will co-write an Individual Education Plan. This document outlines the nature of the pupil's difficulty and suggests strategies subject teachers could use to support the individual's

learning. Where appropriate, targets will be set. Parents are asked to contribute to this process and to subsequent reviews. Pupil and parent voice is an integral part of all planning, support and review processes.

4. How will our school teach and support children with SEN?

Your child will be supported at School by subject teachers, their tutor and their Head of Year. The Assistant SENCO will advise subject teachers on how your child can be supported within the classroom via the Individual Education Plan.

These plans are reviewed 1-2 times a year. With the pupil, the Assistant SENCO uses evidence from the Order Grades, Key Stage 3, 4 and 5 examinations, feedback from Heads of Year and subject teacher comments to review progress. Tutors and Heads of Year are key in providing support to improve the emotional and social developments of pupils with SEND via tutor time activities and year group trips or events. Careers education will help to prepare pupils for adult life.

If a pupil on the SEND Monitoring List does not make the expected age related progress for our cohort, the next step will be to write a **My Plan** as outlined by the **Gloucestershire Graduated Pathway**, The purpose of a My Plan is to enlist the support of outside agencies. The pupil will be included on our **SEN Support List** and targets will be set.

If a pupil has an **Education Health Care Plan** (previously known as a statement of special educational needs), he or she will in addition to the above will have an Annual Review with the SENCO, Head of Year, parents and various external agencies. The School will support the pupils and the parents in making informed decisions regarding personal budgets.

5. How will parents/careers know how their child is doing?

Order Grades are compiled by all subject teachers and sent to parents at regular intervals during the academic year. For each subject, the level or grade at which the child is currently working is shown. The report also indicates if the pupil is on target to meet end of year predicted targets or grades.

6. How does our school measure outcomes and impact of the support provided to pupils?

The School employs a series of methods to gather data for analysis including:

- the attainment and achievement of pupils with SEND as measured by order grades, school exam results, GCSE and AS results and staff opinion;
- post-16 destinations of pupils with SEND;
- feedback from regular observation of teaching;
- the views of parents, teachers and pupils;
- feedback from meetings between SENCO, parents, Heads of Year, subject teachers, Heads of Departments, SMT and Advisory teachers.

7. How does our school ensure that the information about a pupil with SEND is shared and understood by teachers and all relevant staff who come into contact with that child?

A copy of the ***SEND Monitoring List and SEND Support List***, and all IEPs are posted on the Digital Staff Room notice board. The above documentation is also emailed to all staff.

8. What expertise does our staff have in relation to SEN?

The Assistant SENCO attends appropriate Gloucestershire SEND conferences and Early Help Training courses. INSET days are used for whole staff updates and training. New members of staff meet with the Assistant SENCO for training at the beginning of the academic year.

9. What access do our SEN pupils have to facilities and extra-curricular activities available to all children?

In addition to the statutory curriculum, the School provides a wide range of additional activities. These include sports [e.g. rugby, cricket, soccer, and cross-country], music, drama and a number of clubs and societies. Pupils with SEN have the same access to these activities as the other pupils in the school. The participation of pupils with SEN in these activities is monitored carefully. A homework club, supervised by a member of staff, is available after school from 15:30 to 16:30pm. Pupils with SEN are all encouraged to take part in leadership opportunities within the school and in curriculum evaluation. The School seeks wherever possible that pupils with disabilities can attend all relevant trips including residential trips.

10. What resources and equipment do we provide for children with SEN?

Specialised audio equipment has been acquired to help hearing-impaired students. A number of laptops have been purchased and are used by pupils with dyspraxic or dyslexic tendencies during examinations. A few pupils require access arrangements for internal and external formal examinations. These include (depending on level of need and in accordance with JCQ regulations) additional time, rest breaks and the use of laptops.

There are four toilets adapted for disabled use: in the swimming pool changing rooms, the pavilion, the sixth form centre and in the language centre. In addition, in the entrance to the Sports' Hall, there is a Personal Care Suite comprising of a toilet, washbasin, shower, plinth and hoist. The ground floor of the School is largely suitable for wheelchairs. (See the Accessibility Policy). Drugs, e.g. Ritalin, are kept secure by the School's receptionist. (See the Medical Needs Policy).

11. What role do the Governors have? What does our SEN Governor do?

The School, including the Governing body and the SEN Governor, is committed to regular and systematic evaluation of the effectiveness of its work. The SEN Governor compiles an annual report on SEND provision at the School and meets with the assistant SENCO at regular intervals to monitor provision (see introduction to governance).

