

## **Reading Girls' School Special Educational Needs and Disability Information Report**

### **Our approach to teaching children with Special Educational Needs and Disability**

The policy at Reading Girls' School for students with Special Educational Needs and Disability (SEND) reflects the aims of the school. The key aims are to provide an inclusive learning environment where students are inspired to achieve their best, and we work towards ensuring that all students feel empowered to be active lifelong learners. Students should be encouraged to succeed by the positive and supportive ethos of the school as well as through strong links with the home, feeder schools and relevant agencies.

We acknowledge students' strengths as well as their complexities, aiming to provide the necessary support to empower students to welcome challenges and take responsibility for their learning, thereby enabling them to experience success at Reading Girls' School and beyond. We also aim to stimulate effort and maintain motivation through high expectations and by celebrating success so that students will become confident achievers who are able to participate fully in all areas of the curriculum, as well as in the life of the wider community. These aims include all the young people in our school with SEND.

### **1. What kind of needs can be supported at our school?**

We make our best effort to ensure that every student in our school makes good progress and is well prepared for adulthood.

We provide support for students in all four of the identified areas of SEND:

- Communication and Social Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory needs

Sometimes we will commission other professionals to help us meet an individual student's needs in school in order to further support a student with SEND.

Sometimes a student who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents/carers and the young person with SEND, with advice from the relevant professionals involved, usually within an Education, Health and Care Plan (EHC Plan) meeting. This decision would be recorded in an EHC Plan.

### **2. Who can I talk to about my child's needs?**

- Class teacher
- Form tutor
- Pastoral Leader
- Key worker for students with EHC Plans/Statements (or those treated as such)
- SENCO - Head of Inclusion
- Senior Assistant Headteacher

### **3. How are young people's needs identified?**

All young people are different, so at Reading Girls' School we spend time identifying the needs of all young people, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us support all young people to settle in well, feel happy and confident in school and make good progress in their lessons.

#### Parent information meetings

These are held for new parent/carers before students start at our school; where necessary, the Pastoral Leader, Senior Assistant Headteacher and/or SENCO will be present. If you believe that your child has a special education need or disability that has not been previously identified by your child's current school, then please inform us of your concerns. We will then arrange a time to follow this up with you and your child.

#### Questionnaires to parents/carers and young people

Before starting at Reading Girls' School we give parents/carers and students questionnaires so that we can gather more information about the young person. Please let us have any information about your child's needs in these questionnaires if it has not been recorded in other documentation (e.g. your child's EHC Plan/Statement or SEND information from their current school). We will then arrange to follow this up with you and your child.

#### Work with previous schools or educational settings

School records are passed on to us and the SENCO and/or Pastoral Leader look at them carefully. The primary school may be contacted to obtain further information, if necessary. Prior to starting Year 7 the Pastoral Leader, Senior Assistant Headteacher and/or SENCO will visit students in their primary setting to gain further information from the primary school and to meet the students. We also work closely with The Haven who deliver a transition programme for SEND students and those who are thought to be vulnerable.

#### Induction days

In the summer term every student has an opportunity to spend time at Reading Girls' School to meet the teachers, their form tutor, senior members of staff and experience secondary-style lessons. An additional day is also arranged for students with special educational needs, to further reduce their anxieties.

#### Student profiles

Where a student has complex SEND, an Individual Student Profile will be created for them. The profile allows staff to have easy access to a snapshot of the needs of the student and outline supportive strategies and interventions.

#### Coffee mornings

Students with an EHC Plan/Statement and those identified as having a Special Educational Need with a high level of intervention in their primary setting are invited to a coffee morning; this is held at the end of the summer term in order for parents/carers and students to meet key members of the Inclusion department and become familiar with their new learning environment.

### **3a. How are young people's needs identified whilst at our school?**

At Reading Girls' School we want all our students to feel happy and supported in achieving their full potential. It is really important to us that any student feels that she can tell us about any worry or concern that she might have so we can help and support her effectively.

Students can tell us by:

- Approaching a member of the Inclusion department
- Talking to their form tutor
- Feedback in books/Student Support Logs for staff to see
- Through mentoring/counselling sessions

Parental feedback is gained through:

- Informally talking to or emailing teachers/pastoral staff
- Parents' evenings
- Coffee mornings
- Annual/termly review meetings for students with an EHC Plans/Statement
- Individual parent meetings/reviews

Through teacher assessments/referrals

All students' progress and achievement is assessed by teachers during every lesson. Academic achievement and progress information is collected for each student five times throughout the year, in order to monitor that all students are making good progress and are on track to achieve their targets.

If a member of staff has concerns about a student, they consult with their Head of Faculty or the relevant Pastoral Leader; a referral will then be made for the student to be discussed at our School Inclusion Panel meeting. Once a referral has been made and discussed, additional interventions will be considered to be put in place to support the student.

During a review of progress against SEND desired outcomes

If a young person has already had some Special Educational Needs identified, a plan to support them to reach certain outcomes should already have been put in place either by our school, through an EHC Plan/Statement or by your child's previous school. The success of this plan in meeting her needs and ensuring she makes progress will be reviewed at least once per term in a short meeting. This process really helps to ensure that everyone involved in supporting the student understands her needs. A longer meeting to review the full EHC Plan/Statement is also held annually.

Other information that may be used to identify and support the needs of the young person

We also use other sources of information to ensure that students are happy and making good progress and do not require additional support:

- Analysis of behaviour and achievement logs
- Analysis of attendance logs
- Analysis of pastoral/medical logs
- Analysis of Pupils Attitude to School and Self data

**4. How do we work in partnership with parents/carers of young people with SEND?**

Our parents/carers are very important to us at Reading Girls' School. Contributions from parents/carers are vital in ensuring we provide appropriately for our students. Therefore, we aim to work closely with all our parents/carers to ensure that all students enjoy and achieve. Working in partnership with parents/carers of young people with SEND is vital, and we do this through:

- Communicating regularly and informally through planners, phone calls, letters and emails.
- Supporting parents/carers to make appointments to see subject teachers, form tutors, key workers, Pastoral Leaders and the SENCO when they are concerned and would like a longer discussion.
- Evaluating the progress a student with SEND has made towards her targets.
- For any student with an EHC Plan/Statement and for some young people with more complex SEND the school will work with parents/carers and young people to draw up an “individual student profile” which describes a student’s needs, detailing how she likes to be supported, in order to ensure that the information is communicated quickly and easily to members of staff.
- Providing parents/carers of students with an EHC Plan/Statement a copy of the desired outcomes agreed for their child and the strategies and/or interventions set up in school to help her achieve her outcomes.
- Hold an Annual Review for every child with an EHC Plan/Statement.

## **5. How do we enable young people with SEND to make decisions about their education?**

We encourage all students, including those with SEND, to make decisions about their education. All students are expected to evaluate their own learning successes and discuss their needs with their teachers and/or key worker. We do this in school through:

- Asking questions in lessons
- Asking questions in books (*please see our Teaching and Learning Policy for further details*)
- 1:1 key worker sessions
- For any student with an EHC Plan/Statement in Year 9 and above, the Annual Review process will include discussion and agreement of a transition plan, supported by the careers advice service. This plan will help the student to progress onto the next stage of learning with a better understanding of the forthcoming demands. The plan will be agreed by school, student and parents/carers and will be attached to the Annual Review document.

### Students with SEND support

The progress of students identified as having SEND will be closely monitored by the SENCO and Inclusion team on a regular basis, in addition to the ongoing monitoring that is carried out by all other relevant members of staff. Where the data shows that learners with SEND are not making significant progress towards their targets, the SENCO will work with relevant colleagues to improve provision, where possible. Targets are decided by school staff based on current need and interim reports.

The outcomes and the additional support needed to help the students achieve them are recorded as part of school intervention records, which include our school provision map. Subject teachers, form tutors, Pastoral Leaders and/or other relevant staff will inform parents and students of the provision which will be reviewed with progress shown on interim reports, and this can also be discussed at parents’ evenings.

### Students with an EHC/Plan/Statement of Special Educational Needs

In addition to parents’ evenings, we also hold an Annual Review meeting for students with an EHC Plan/Statement. We work with the parents/carers and student to invite all the people

needed in order to review the progress made against the outcomes outlined in the EHC Plan/Statement.

We aim to include the views of the student in this meeting to ensure that all of her views are fully considered. This will include any information that the young person wishes to share with the adults involved, such as important information about her happiness and aims in life. Where appropriate, the young person can attend for the full duration of the Annual Review meeting, or just attend towards the start to state her views.

## **6. How do we help young people when they move to our school?**

Before any student transfers to our school we try to find out as much about her as possible to help her settle in quickly and have a smooth transition. All new students have the opportunity to come and visit Reading Girls' School on the common induction day (for Year 7 students), as well as by arranging a tour prior to starting with us. On some occasions, we may feel that a student with complex learning needs would benefit from a series of days/half days with us in order to spend additional time familiarising herself with our school, as well as our rules and routines.

Once we know that a student has SEND, we will liaise with the parents/carers and the previous school to obtain any relevant additional information and ensure that appropriate interventions are in place to support the transition and progress of the student. If required, a transition plan may be put in place to ensure that the student is able to settle into school easily and happily.

If the student has an EHC Plan/Statement, or has complex SEND, an individual student profile will be drawn up to communicate to staff exactly how to support the student and explain what we are all working towards.

## **7. How do we help students when they move to another school or further education provider?**

Whenever a student moves to another school we always pass on school records to the new school.

If a student has a special educational need we also:

- Pass on SEND records to the new school including SEND support plans, or EHC Plans/Statements.
- Liaise with the SENCO/year group leader of the new school to clarify any information necessary.
- If needed, we can include ways to support a child to have a settled move to a new school through her transition plan or EHC Plan/Statement. For example, we may organise some extra visits to the school or do some work to help prepare her for the transition.
- If possible, we invite the new school to the final Annual Review that we will hold for students with an EHC Plan/Statement so a transition plan can be set up as part of this meeting.

**8. How do we help young people when they move year groups, classes and phases of education?**

When moving year groups in school:

- Information will be passed on to the new Pastoral Leader, form tutor and class teacher in advance
- Where necessary, students may be introduced to their new Pastoral Leader, form tutor and class teachers in advance
- Meetings with key teaching staff are often held to share information
- If the young person would be helped by a social story, this will be created to support the student in effectively managing change.

**9. How are adaptations made to the school to help children with SEND?**

- Subject teachers plan lessons according to the specific needs of all students in their class, ensuring that the needs of the students are met
- Specific resources and strategies will be used where appropriate to support students individually and in groups. The school's curriculum takes into account a wide range of learners' needs
- Planning and teaching will be adapted on a daily basis, if needed, to meet the learning needs of all students
- We run the following interventions to support learning: KS3/4 literacy intervention; KS3/4 numeracy interventions; organised activities at break and lunchtime; homework club; targeted dyslexia intervention; Year 7 Aspire Group; Toe by Toe literacy intervention; vocabulary intervention programme; receptive language intervention; Catch Up Literacy; Catch Up Numeracy; Power of 2; The Lit Programme; Touch Type Read and Spell; Drawing and Talking Therapy; ATTACK read/spell; Emotional Wellbeing for Early Teens; Stress Management for Adolescents; Human Givens Therapy; Accelerated Reader; Emotional Wellbeing Support; Numbers Count and Counselling.
- Where there is evidence to support a student's need for additional Exam Access Arrangements, these are made in accordance with school protocol.

**10. What are the skills of the Inclusion Department staff?**

Staff Members	Training Completed
All Staff	Are trained in the requirements of: <ul style="list-style-type: none"> <li>● The SEND Code of Practice</li> <li>● The Equality Act</li> <li>● All general school policies on teaching and learning and behaviour management including information on how to include children with SEND</li> <li>● Quality First Teaching</li> <li>● Health and Safety</li> <li>● Safeguarding</li> </ul>

<p>Teaching Assistants, SEMH Learning Mentor and Curriculum-Based Teaching Assistants</p>	<p>We have a variety of skills amongst the team relevant to the specific role of the individual. Different staff have had training in the following areas:</p> <ul style="list-style-type: none"> <li>● Speech and language programmes</li> <li>● Pre-teaching of vocabulary and content</li> <li>● Dyslexia</li> <li>● ASD</li> <li>● ADHD</li> <li>● Catch up Literacy</li> <li>● Catch up Numeracy</li> <li>● First Aid</li> <li>● Social Skills</li> <li>● Exam Access Arrangements</li> <li>● Counselling</li> <li>● Teaching Assistant Induction Course</li> <li>● Level 2 Diploma in Supporting Teaching &amp; Learning</li> <li>● Level 3 Diploma in Supporting Teaching &amp; Learning</li> <li>● Supporting Students with Epilepsy</li> <li>● Mental Health Awareness in Young People</li> <li>● Emotional First Aid</li> <li>● Emotional Regulation</li> <li>● Emotional Literacy</li> <li>● Drawing and Talking Therapy</li> <li>● Sexual Health and Relationships</li> <li>● Mindfulness</li> <li>● Anxiety and Depression</li> <li>● Mental Health Level 1</li> <li>● Hearing and Vision Impairment</li> <li>● SEN in the Science Laboratory</li> </ul>
<p>SENCO and Teaching Staff</p>	<ul style="list-style-type: none"> <li>● Certificate of Competence in Educational Testing</li> <li>● British Psychological Society RQTU Membership</li> <li>● Exam Access Arrangements</li> <li>● Dyscalculia</li> <li>● ASD</li> <li>● ADHD</li> <li>● Literacy</li> <li>● ELKLAN</li> <li>● Dyslexia</li> <li>● What Makes an Outstanding Lesson</li> <li>● Catch Up Literacy</li> <li>● Behaviour for Learning</li> <li>● Attachment</li> <li>● NASENCO Accreditation (SENCO)</li> <li>● Educational Psychology Diploma</li> <li>● Mental Health Awareness in Young People</li> <li>● Strategies to Work with EAL Students</li> <li>● Specialist Teacher for Dyslexia</li> </ul>

## **11. What should a parent/carer do if they are concerned about the quality or effectiveness of support their child is receiving?**

We regularly check the quality of the support for each student and report the effectiveness of provision to the governors. If at any time a parent/carer is worried about their child, it is important to contact the school and discuss this so that any issues can be rectified. We take parent/carer concerns very seriously and will do everything we can to resolve them.

Depending on the nature of the concern, concerns should be addressed to personnel at the school in this order:

- Form tutor
- Key worker for students with EHC Plans/Statements
- Pastoral Leader
- SENCO/Head of Inclusion
- Senior Assistant Headteacher
- Headteacher
- Chair of Governors

In the unlikely event that we are unable to resolve parental/carer concerns, parents/carers can refer to the Reading Girls' School complaints policy which can be found at <http://readinggirlsschool.co.uk/page/?title=Policies&pid=32>

Further information and support for parents of young people with SEND can be accessed through Reading Borough Council's Local Offer at <http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

**Updated by Kimika Gardner, SENCO and Inclusion Manager  
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