

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014 SEN Information Report

Ricards Lodge High School

2016/17

Head teacher: Alison Jerrard Inclusion Manager / SENCO: Natalija Bloom

Safeguarding Lead: Natalija Bloom SEN Governor: Louise Round

The Governors, Headteacher and staff of Ricards Lodge High School are committed to the inclusion of students with SEN and or disability. We see the SEN of our students as the responsibility of the whole school.

It is the expectation that all students in a mainstream setting will be accessing the curriculum in the classroom with differentiated teaching and additional support when appropriate.

The school offer links directly to SEN Policy which can be found on the school website.

June 2016

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| <p>1. How does Ricards Lodge High School know if a child/young person needs extra help?</p> | <p>A student may be identified as having a Special Educational Need (SEN) at any stage during her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.</p> <p>Information about your child’s special educational needs comes from a number of sources:</p> <ul style="list-style-type: none"> • Liaison with primary schools • KS2 data • Attendance at year 6 annual reviews • All students attend an interview together with their parent/carer in May or June as part of our transition arrangements • All students sit a Literacy and numeracy test in the summer term. The results of these tests will show us who may need further support. • Teachers/ SENCO/Head of Year track attendance, punctuality, behaviour and progress every term • Parental and self referral <p>Through these usual assessment processes range of evidence is collected, if that suggests that the student is not making the expected progress relevant teachers will decide if additional and/or different provision is necessary.</p> |
| <p>2. What should I do if I think my child/young person may have SEN?</p> | <ul style="list-style-type: none"> • Please contact your daughter’s Head of Year • You may also contact the school SENCO at learning.support@ricardslodge.merton.sch.uk |
| <p>3. How will I know how Ricards Lodge High School supports my child/young person?</p> | <ul style="list-style-type: none"> • School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom. Differentiation is a process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned to cater for the needs of individual pupils. • You will receive a letter to inform you that your daughter is on the SEN register. • You will receive a profile/provision map stating the support your daughter will receive • At Parent Teacher Consultation evening (PTC) or by prior appointment you will have an opportunity to meet or speak to the SENCO or another relevant member of staff. • Additional support is matched to individual needs and progress is reviewed every term • Tracking reports are sent home every term • An SEN report is presented to governors every term. |
| | <ul style="list-style-type: none"> • We plan a broad and balanced curriculum which is regularly reviewed |

4. How will the curriculum be matched to my child/young person's needs?

- Teachers have access to a student's profile and will differentiate the curriculum to meet their needs
- A teaching assistant (TA) will support some students in the classroom. The level of TA support and interventions will depend on the level of need and funding available.
- Additional small group interventions are organised for identified students.
- Training is organised on an annual basis for relevant staff

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| <p>5. How will the school know how well my child/young person is doing?</p> | <ul style="list-style-type: none"> • Teaching staff enter data on individuals on termly basis. This ensures that there is always relevant and up to date information on the level or grade that is currently being achieved by each student. In addition to this, students who have additional interventions have their targets and progress monitored • Heads of Departments, Heads of Year and SLT (Senior Leadership Team) regularly monitor the progress of all students • Staff and SENCO will contact you if the school has any concerns |
| <p>6. How will I know how well my child/young person is doing?</p> | <ul style="list-style-type: none"> • Annual review meetings for statemented /EHCP students • Regular Parent Teacher consultation evenings • Tracking reports sent home every term • Regular communication is encouraged via student’s planner • Annual Aspiration Evenings are held at the start of each year to outline our expectation • Open door policy |
| <p>7. How will you help me support my child/young person’s learning?</p> | <ul style="list-style-type: none"> • Aspiration evening at the start of each year to outline our expectation and provide training/information for parents • Parent Teacher Consultation Evenings • SENCO or other staff will share information during termly discussions/parents evening/annual reviews • Friends of Ricards meet half termly where a range of relevant topics are discussed and developments debated • Planners are monitored each week • All students have on-line accounts for My Maths and our on-line platform Frog which can all be used from home. |
| <p>8. What support will there be for my child/young person’s overall wellbeing? How will my child/young person’s</p> | <p>All students are supported by the pastoral team; in addition there is a range of interventions which include: social skills programmes, after school clubs, YTC (peer counselling service) , access to external agencies</p> |

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| <p>personal or medical needs be met?</p> | <ul style="list-style-type: none"> • The school has a policy regarding administration and managing of medical needs. • Students deemed to have a significant health condition will be the subject of a Health Care Plan which will record their individual medical needs at school. • Clear anti-bullying and safeguarding procedures are in place and positive mental health promoted by the PSHE programme • Students with attendance issues will be seen by the Education Welfare Officer • Positive Behaviour for Learning policy |
| <p>9. How will my child/young person be able to contribute their views on how things are going?</p> | <ul style="list-style-type: none"> • Student Voice in the curriculum • School council which meets half termly • Year council • Discuss issues with teaching assistants |
| <p>10. What specialist services and expertise are available at or accessed by the school?</p> | <p>In school:</p> <ul style="list-style-type: none"> • ARP for students with Speech Language and Communication Needs • Teaching assistant • Achievement mentors • SEN teachers <p>Services we bring into school when a specific high level need is identified by an appropriate professional:</p> <ul style="list-style-type: none"> • Educational Psychologist • Visual and Hearing Impairment team • Social care • CAMHS • Speech and Language Therapy • Virtual school for LAC • School nurse |

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| | <ul style="list-style-type: none">• Education Welfare Service• Any other relevant provision e.g. My Futures team |
| 11. What training have the staff supporting children and young people with SEN had or are having? | <ul style="list-style-type: none">• SENCO- MA in Special Educational Needs and National Accredited SENCO training• ELKLAN teaching assistant- training programme ongoing• On-going professional development programme in place for teachers and TA's e.g. supporting students with Speech, Language and Communication Needs• Regular Child Protection and SEN training for all staff which is reviewed on a regular basis to meet the changing needs of the cohort |

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| <p>12. How will my child/young person be included in activities outside the classroom including school trips?</p> | <p>Students with additional needs are supported and encouraged to be fully involved in all areas of school life</p> <ul style="list-style-type: none"> • Risk assessments are completed for all trips • For more information refer to the School Trips and Visits policy |
| <p>13. How accessible is the school environment?</p> | <ul style="list-style-type: none"> • Ricards Lodge is a larger than average school , made up of four buildings served by one lift. We have a separate, accessible sixth form block • All areas of school are accessible (see accessibility plan) |
| <p>14. How will the school prepare and support my child/young person when joining Ricards Lodge High School, transferring to a new school or planning for the next stage of their education, employment or training?</p> | <p>Transition from year 6</p> <ul style="list-style-type: none"> • SENCO will attend year 6 annual reviews • Interview with parents and students • Transition file exchange with primary schools • Induction programme for Year 7 students supported by a transition mentor <p>Transition from yr 9-10</p> <ul style="list-style-type: none"> • Careers advisor • Progression routes evening for students and parents • PSHE programme <p>Transition from yr11</p> <ul style="list-style-type: none"> • Careers advisor/PSHE programme • Induction programme for post 16 education <p>Transition from Year 12/13</p> <ul style="list-style-type: none"> • Careers advisor • PSHE programme including off site visits and visitors |
| <p>15. How are the school's resources allocated and matched to child/young</p> | <ul style="list-style-type: none"> • School resources are carefully allocated to reflect the student's Special educational needs. Where there is a Statement or EHCP in place this will be used to inform provision. |

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| <p>person's special educational needs?</p> | <ul style="list-style-type: none"> • If funding is not adequate a request for further funding will be made to the relevant Local Authority. • Pupil Premium funding is used in a variety of ways including Maths and English intervention and support on school trips, summer school. |
| <p>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</p> | <ul style="list-style-type: none"> • We ensure that needs of all students with SEN are met to the school's ability with the funds available. The school allocates the support in line with your daughter's needs. • You will receive letters and information about the provision along with progress reports • Regular communication with parents in line with recommendations in Code of Practice • Ongoing tracking is used to monitor the impact of interventions • Inclusion panel – weekly meetings • SLT and Governors regularly review the impact of the support received |
| <p>17. How will I be involved in discussions about and planning for my child/young person's education?</p> | <ul style="list-style-type: none"> • In addition to regular PTC meetings and reporting cycle, parents of students with SEN will be involved in planning and decision making in line with Code of Practice. • The school operates an open door policy for any parents. |
| <p>18. How can I be involved in the school more generally?</p> | <ul style="list-style-type: none"> • Become 'a Friend of Ricards' • Support the school home agreement • Attend parent evenings and other events • Support your daughter with her homework • Apply to be a Parent Governor if a vacancy arises |
| <p>19. Who can I contact for further information?</p> | <ul style="list-style-type: none"> • Form tutor • Head of Year • SENCO • Parent Partnership Service |

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| 20. What should I do if I am considering whether this is the right school for my child/young person? | <ul style="list-style-type: none">• Visit the school either on an Open Day/Evening or by appointment to talk to us.• Talk to staff at your daughter's primary school as they know us well• Read our latest Ofsted report• Talk to your child about the type of school they want to attend e.g. do they actually want to do to a girls school• Contact Merton Special Educational Needs Information and Advice and Support Service• Contact London Borough of Merton SEN team |