



Special Educational Needs (Information) Regulation Annual Report – Updated September 2021

1. School SEND provision

Sir William Ramsay School is an inclusive secondary mainstream school which will consider all students regardless of their Special Educational Needs.

Admissions for SEND students follow the same route as all students' admissions in agreement with the LEA policy, based on the principles of equality of opportunity and access for all.

We support students with a wide range of SEN that fall within the 4 main areas of need outlined in the SEND Code of Practice 2015. These areas of need are:

- **Communication and Interaction** - this includes students with speech, language and communication needs (SLCN) as well as students with ASD, including Asperger's Syndrome and Autism.
- **Cognition and Learning** - this incorporates students that learn at a slower pace than their peers, even with appropriate differentiation. This includes students with specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties** - children and young people may experience social and emotional difficulties which manifest in different ways. These behaviours may cause the child to become withdrawn or challenging and disruptive in class. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical Needs** - some children and young people may have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many students with hearing impairment, visual impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning. Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

We also support students with undiagnosed but apparent difficulties and advise parents/carers in order to gain a diagnosis when possible. Some students without an EHCP may have access to the Specialist Teaching Services and other Professionals according to their needs.

There are two Additionally Resourced Provisions (ARPs), for Hearing Impairment (HI) and Physical Disabilities (PD).

The HI ARP was established in 2004 and provides support for 6 students with access to a Teacher of the Deaf, a deaf role model and specialist HI speech and language therapy. All teachers at School are 'deaf aware' via in house training sessions. Many teaching rooms are acoustically treated to help and benefit students with hearing impairments.

Our PD ARP caters for students with diverse physical needs and provides for 10 students. For these specific students, we provide an accessible and supportive environment with access to ground floor lessons as much as possible. Our medical room is due to be upgraded for 2020/2021, providing access to physio beds and hoisting equipment. SEND staff are all trained in manual handling and attend yearly refresher courses. Staff are also EVAC trained, in the event of an emergency. The ARP also accesses support when required from a specialist speech and language therapist, an occupational therapist and physiotherapist who all deliver treatment on site.

If any students have specific medical needs a detailed health care plan and risk assessment will be compiled in consultation with all appropriate staff.

The school policy on supporting students with medial conditions can be found on the [School Website](#).

2. School SEND Policy

As a school we identify students as having additional needs using 3 categories:

SEN Concern (C) – there is a possible/identified need that is met through differentiation and high-quality teaching in the classroom

SEN Support (K) - there is a recognised SEN need and the student is receiving up to 13.5 hours of additional support a week

EHCP (E) - a student has a statutory entitlement to support outlined in an Education, Health and Care Plan.

A variety of factors are considered when identifying and assessing a student with SEND. The following types of students would probably be identified and assessed with SEND if:

- they are working at National Curriculum levels significantly below those designated for their age;
- results from MIDYIS testing (year 7) and reading age assessments;
- they make little or no progress, in their academic attainment as well as other areas such as behaviour, despite receiving a differentiated curriculum and support;

- they display poor communication skills, expressive and/or receptive skills;
- they require greater attention than most in the class;
- they require specialist equipment or support for sensory/ physical difficulties;
- they score poorly on group tests or individually administered standardised tests of attainment and/or ability;
- they display a specific difficulty in an area of the curriculum;
- they transfer from a different school with a previous SEND status;
- a parent/carer, teacher or other professional has concerns.

For Year 7 students, we initially consider the information shared by primary schools regarding the student's needs. This process starts at the beginning of the summer term prior entry to Year 7. All information collated by the Year 7 Student Support Officer, Head of Year and SENDCo, is compiled to form a confidential SEND student passport which is then shared with the teachers of the student. This contains information on the student's specific learning needs, strategies to support them and any other relevant information that may affect their learning. All students with an EHCP or identified as being vulnerable by primary school are given the opportunity to spend extra transition days in school prior to starting.

All lessons are expected to be differentiated to support the needs of all students. However, despite a differentiated curriculum, some students struggle to make sufficient progress.

Identification of these students and their area of need is initially done by the class teacher and departmental assessment methods. The student's progress is then monitored and supported by the SENDCo and SEND staff using relevant assessments including screening using LUCID EXACT, a programme to provide an overview of basic literacy skills such as reading and spelling. Additional information may also be collated from teachers' feedback, liaison from outside agencies at school advice clinics, parents/carers, observations etc.

As a department we implement the graduated approach outlined in the SEND Code of Practice, 2015. This follows a cycle of assess, plan, do and review, making use of ordinarily available provision outlined by Buckinghamshire Integrated SEND team.

Where appropriate the SENDCo works alongside the Head of Year, Student Support Officer and SLT link to the track progress of students and discuss interventions required. Annual Review Meetings, SEND Review Days and Parents Evenings are other opportunities to reflect on progress and feedback to students, parents and carers.

In order to evaluate the effectiveness of the provision for all students with SEND, all interventions and support offered to students is regularly monitored and evaluated by the SENDCo, using the following methods:

- Observations of teachers and LSAs;
- Feedback from teachers, LSAs, SEND staff, Head of Years and Student Support Officers;
- Analysis of students' data (progress, reports, assessments);

- Mentoring and feedback from the students.

3. School Approach to Teaching Students with SEND

School's approach to teaching students with SEND (SEN support and EHCP) is to recognise the students' individual difficulties, meet their individual needs and take positive actions to ensure that they have equal and inclusive access to the educational opportunities offered by the school. It is recognised that the needs of students are best met alongside their peers and the school encourages all students to take a full and active part in the life of the school, following the National Curriculum and also extra-curricular activities before school, at break or lunch times and after school. Students with an EHCP also benefit from:

- In class learning support from dedicated LSAs;
- Supervised study sessions;
- Specific, non-classroom based interventions.

The school promotes a mainstream inclusive education for all students, empowering everyone to achieve. Teachers are encouraged to use differentiation and extension activities for all lessons to promote a positive learning environment for all students through quality first teaching. Teachers have access to all information and files for SEND students (EHCP and SEN support students).

Students are taught in both mixed ability groups and ability sets. Where groups are set this is reviewed regularly by Heads of Department with involvement from SENDCo when required. In-class additional support, via Learning Support Assistants, is provided by the SEND Department. The support aims to be as unobtrusive as possible to help promote students' independence. Small group teaching and interventions also take place throughout the year, delivered by LSA's. Subject withdrawal is managed by the SENDCo with agreement of the Head Teacher.

During Year 9, students are expected to choose their Pathways Options for their KS4 programme of study. If appropriate, according to their needs, students with SEND are encouraged to choose an option less to support their learning in a supervised study period, as agreed at the prior annual review meeting with parents/carers and professionals. At school we strongly recommend the fullest curriculum possible for all students and organise withdrawal only if necessary due to individuals' special needs of education.

Sometimes it is necessary to make adjustments in order for students to access the curriculum (timetabling of rooms etc); in these cases, the SENDCo will offer advice to departments on the most appropriate way to support the student.

4. School facilities and resources for supporting SEND

The SEND Department is led and managed by the SENDCo, with support from a Deputy SENDCo. There is also a SEND Manager, HI ARP Lead and PD ARP Lead. The

SENDCo reports directly to the Deputy Headteacher leading the Support and Intervention Team.

Pastoral support for students with SEND comes from within the department and Student Support Officers.

School is DDA compliant in terms of its building and services throughout 90% of the school. We provide a good acoustic environment for students with a hearing impairment with many classrooms acoustically treated. Students with a physical disability are able to access lessons upstairs if suitable to their needs, as there is lift access and staff are EVAC trained in the case of an emergency. Where it is not suitable for a student to use the EVAC equipment, students have access to ground floor classrooms as an alternative.

The SEND Department is located close to the school's reception area and next to the pastoral department. Taxi pick up and collection is close to the department, with designated drop off bays at the front of the school. The medical room is also nearby, housing physio beds and the main toileting facilities for PD students.

The SEND Department consists of a SEND office which is shared by all SEND Leads and the SEND Administrator. We also have a sensory room, a designated teaching area (SEN1), a designated PD ARP area and a dedicated HI room.

SEN1 and the PD ARP are used for:

- A supervised socialisation area for SEND students during non-lesson time
- Supervised study during the school day
- Speech and Language Therapy/Support from Specialist Teachers/Occupational Therapy
- Exams and assessments
- Pastoral support
- Lockers for PD students

The HI room is used for:

- Speech and Language therapy sessions for HI students
- Teacher of the Deaf sessions
- Deaf Role Model sessions
- Storage of equipment and resources for HI students

The department has a dedicated set of laptops and tablets available for SEND students, with some students having access to a laptop for specific lessons according to their needs. Students with sensory or physical disabilities use laptops provided by Specialist Teaching Services.

5. School Staff Development and Training Related to SEND

The SENDCo is an experienced teacher and has completed a National Award for SEN Coordination course, accredited by The University of Hertfordshire, as well as finishing

Designated Safeguarding Lead training. Her SEND expertise is kept up to date by attending local liaison groups as well as the annual National SEND conference and PATOSS training for exam access arrangements updates.

The Deputy SENDCo is a qualified teacher and currently completing a Masters degree in speech, language and communication needs in children.

PD ARP lead has completed a CACHE Level 2 course in safeguarding and prevent as well as a counselling course. This enables support to be given for the emotional needs of students within the ARP, as well as their physical disabilities.

The HI ARP lead has been in post since September 2020 and has completed some initial specialist training from National Deaf Children's Society and OLT.

In addition to the above the Department is also supported by a SEND Manager, SEND Administration Assistant and two Specialist LSA's - one for ASD (Autistic Spectrum Disorder) and another for SEMH (Social, Emotional and Mental Health).

The department are supported by a large team of LSAs with expertise in a wide range of areas including:

- Speech and Language Communication Needs;
- Specific and Moderate Learning difficulties;
- Physical disability (Cerebral Palsy, Duchesne and Charcot Marie-Tooth Muscular Dystrophy, other medical needs);
- Hearing Impairment;
- Visual impairment;
- ADHD;
- Dyspraxia;
- Asperger's and Autistic Spectrum Disorder;
- Behavioural, Social and Emotional difficulties.

Teachers and new staff are trained as part of their induction package on:

- Deaf Awareness and use of FM systems
- Inclusive teaching for all students with PD
- Effective use of support staff in lessons
- Differentiation
- SEN information
- Strategies to support SEND students
- Access arrangement for exams and assessments

Additional training is offered to both teachers and support staff when working with students with specific needs not normally experienced in school.

Training will be delivered by:

- the SENDCo
- the Teacher of the Deaf
- specialist LSAs

- Specialist Teaching Service
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- Physiotherapist
- Outside agencies.

6. School Consultation Arrangements for Students with SEND

Each student who has been identified as having a special need will have a SEND student passport and where needed a SEN Support plan written and reviewed by the SENDCo in collaboration with the student and the parents/carers.

If a student or parent/carer has concerns, they can contact the following:

- Subject teacher, Head of Department or Head of Year (academic specific issue);
- Form Tutor or Student Support Officer (pastoral/social issue);
- SENDCo/SEND department (SEND specific issue).

All students and parents/carers have the opportunity to discuss progress or raise issues during the school year through:

- Parent Consultation evenings
- SEND Review days
- Formal meetings
- Informal 'drop in' sessions
- Student or parent/carer surveys
- Student Voice
- Parent Voice

Additionally, those students with SEND have the opportunity to consult with the department by:

- Home-school contact book
- Email or phone call to the SEND department
- Annual review or SEND support meetings

7. School Partnerships

School works closely with the following agencies:

- Specialist Teaching Services to support students with ASD, Language difficulties, Physical Disability, Hearing Impairment and visual Impairment.
- Speech and Language Therapists
- Occupational Therapist
- Physiotherapist
- Educational Psychologists as part of a statutory assessment
- Family Support Service
- Social Services
- Child and Mental Health Service (CAMHS)

- School Nursing Team
- School counsellor onsite
- Community Paediatrics
- Audiology services
- Aspire
- County integrated SEND Team
- Careers services

8. School Transition Arrangements and Preparation for Adulthood and Independent Living for SEN Students

Year 6 to 7 Transition

To ease the transition of SEND students into Year 7 at School, a member of the transition team will visit the primary school- this might be the SENDCo, Head of Year or Student Support Officer. All Year 6 students are invited to the school for a two-day induction in July. For SEND students an extra induction day with other SEND students is also offered and organised by the SEND department. In many cases the SENDCo, or a representative, will attend the Year 5 or 6 annual review of a student intending to join the school.

Year 9 Pathways Transition

During Year 9 the SEND staff work closely with parents/carers and students to ensure that appropriate choices are made for students supported by the department. If the student benefits from extra study time during KS3, there is a strong probability that the same will be offered for KS4; this will be discussed during the annual review prior to making a final decision. The SENDCo and Year 9 Head of Year work closely with the parent/carer and students to ensure the correct choices are made and support is appropriate.

Year 12 and 13

Students with SEND are considered a priority with regard to careers meetings and a representative from Advisa are invited to all annual reviews. The SENDCo and Head of Sixth Form work closely with the parent/carer and student to ensure the correct choices are made and that support is appropriate.

Transfer to Adulthood and Independent Living:

School encourages students to become active and independent learners and prepares them for adulthood. Specialist programmes and courses are available to help this transition. In some cases, students may need more specialist support. In these instances we work closely with colleges and Macintyre to ensure a package of support is in place.

9. School Parent/Carer Communication

School communicates with parents/carers of students with SEND via:

- The school website and newsletter
- Schoolcomms
- 1:1 discussions
- Parents evenings
- Email
- Phone
- Home/ school contact book
- Student Planner
- Annual Reviews for students with an EHCP

10. School SEND contacts:

All relevant members of staff can be contacted via the school main switch board on 01494 815211

Mrs E Wolfenden, Assistant Headteacher and SENDCo

Email: ewolfenden@swr.school

Mrs T. Thompson, Deputy SENDCo

Email: tthompson@swr.school

Mrs A Cullen, HI-ARP lead

Email: acullen@swr.school

Mrs N. Taylor, PD-ARP Lead

Email: ntaylor@swr.school

Mrs L. Routledge, SEND Manager

Email: lroutledge@swr.school

Ms N Renyard, Deputy Head of the Support and Intervention Team (SLT link)

Email: nrenyard@swr.school

For compliments, concerns or complaints, please contact any of the above members of staff or email the Head Teacher: office@swr.school

The School Complaints Policy can be found on the school website [Link](#)

The schools SEND Policy can be found on the school website [Link](#)

11. Sir William Ramsay School Links to Buckinghamshire Council's Local Offer - www.bucksfamilyinfo.org/localoffer

The Buckinghamshire Local Offer provides information and advice on Special Education Needs and Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383 293 or email familyinfo@buckinghamshire.gov.uk