



# **SEN Information Report**

**2016-17**

# Introduction

**Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN**

**At Reepham High School and College (RHSC) we are committed to working together with all members of our school community, as such we would welcome your feedback and future involvement in the review of our offer, so please do contact us.**

# Introduction

Reepham high school and college is an 11-18 rural comprehensive. There are currently 1072 pupils on role including 236 in our attached college. RHSC became an academy in 2012 and has recently become a member of the Synergy Multi-Academy Trust. There was a short Ofsted inspection in May 2016 where the existing good rating was maintained.

The SEN department has seen a great deal of change over the last 12 months with both a new SENCO and new senior HLTA. Accommodation for the team has improved with the addition of LB2 within the main school.

The proportion of pupils who have and EHC Plan or Statement is 2.5% which is broadly in line with nationally reported statistics of 2.8%. Our reported figure for SEN support is only 7% which is significantly below both local and national figures. Unsurprisingly there is a gender gap with approximately double the number of boys recorded with some SEND than girls.

On the next two slides you will find further information about the staff and pupil breakdown:

# SEN Department Structure

**Amanda Barley**  
**SENCO**



**Paul Atkins**  
**Senior HLTA**



**Fresh start  
Instructors  
x 2**

**HLTA for  
Science  
& ACE**

**Learning Support  
Assistants x 6**

# Our Pupil Profile

Year	EHCP	Statement	SEN Support	Total
Year 7	4	0	33	37
Year 8	3	2	17	22
Year 9	1	4	11	16
Year 10	0	7	8	15
Year 11	0	4	3	7
Year 12	0	0	4	4
Year 13	0	0	1	1

# Our Physical Spaces

The SEN department has three dedicated rooms for teaching

**LB1**

**LB2**

**IN1**

# Rationale

***'It is our goal that every pupil should leave RHSC as a well-rounded young person with the skills and resilience that they will need to be successful in their future.'***

At Reepham High School and College we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teachers for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff regularly assess ensuring that learning is taking place.

# Initial Identification

At RHSC we identify students with SEN using a variety of different routes.

We encourage information sharing between RHSC and the feeder primaries and go out of our way to achieve this. Throughout the year the SENCO will attend key meetings at the primary's involving Y6 pupils. In the summer terms members of staff will make various visits for induction meetings with staff, pupils and parents. This culminates in an extra induction morning specifically for some of our SEN pupils and a full 2-day induction for everyone.

When at RHSC pupils are assessed regularly through both formative and summative assessments. Good communication with teachers is key to early identification of SEN and we rely on their feedback and supporting evidence of work.

At all points we strive to include parents. We recognise that their children moving to high school is a massive change for them too. We want to encourage pupil independence without losing the vital information that parents can provide. In Y7 we have a settling in evening with tutors in October. The SENCO will be present at this evening and from then on at every afterschool parents evening.



# Ongoing Identification

The next step is often the completing of screening tests and baseline assessments, some that we have used this year are:

- Reading speed, accuracy and comprehension tests
- Spelling tests, phonic awareness tests
- Handwriting speed

At any point we may also liaise with medical experts and external agencies, including Sensory Support, Pediatricians, CAMHS and GPs.

RHSC has also developed links with Willow Tree Learning and CEPP (the child and Educational Psychology Practice). As well as making good use of resources within our Cluster.

# New Provision

This year we are experimenting with two forms of new provision.

- 3 members of our support staff have had training in precision teaching techniques and we are beginning to use this with Y8 pupils during tutor time.
- A peer reading program for our dyslexic pupils is being piloted. This aims to increase reading capability, and the love of reading through shared time reading out loud. 1 member of our support team is working with the SENCO and a 6<sup>th</sup> form student to coordinate this. Currently Y7 and Y9 are involved, and again this takes place at tutor time so as not to disrupt academic lessons.

Finally the use of electronic resources such as read&write from the Google Chrome extension pack, TalkTyper and Clariscan are being experimented with alongside a bid to purchase some C-Scan reading pens.

# ACE

In KS3 we have an ACE program which stands for Accelerated Curriculum Enhancement. This is provision for a small number of pupils from Y7-9 who have many of the Core subjects taught separately from their peers. Currently we have 10 students in this groups - made up as follows:

Year Group	Male	Female
Year 7	4	1
Year 8	3	1
Year 9	0	1

These pupils have lessons with HLTA's and staff specialists. They may be taught 1-1 or in groups ranging between 4 – 10 pupils.

They follow the full curriculum and staff liaise with departments to ensure quality teaching and comparable assessments.

# ACE

**We have the opportunity to further differentiate the work for these pupils and often have various levels being delivered on one theme.**

**The pupils in ACE are encouraged to work together, and creating an ethos of empathy and understanding is a priority.**

**This year we have reintroduced PHSE time allowing us to work on social stories and deliver specific interventions such as our recent work on causes of conflict.**

**We have homework/independent support time built into their curriculum.**

**We are always looking for ways to extend their learning into the wider world and have in the past had links with things like the allotment project and encouraged pupils to take up taster sessions to learn a musical instrument.**

**This year the ACE pupils will be getting involved in preparations for the carol concert by helping to decorate the church during rehearsals.**

# Further adaptations

We expect all staff to seek to meet the individual needs of SEN students by offering appropriate differentiation in the classroom. This may include:

- Careful use of seating plans
- Use of writing frames, exemplar materials and scaffolded work.
- Access to appropriate technology such as laptops and I pads
- Printing resources/producing powerpoints on appropriate colored backgrounds
- Matching questioning to student need
- “Checking in” with students to clarify understanding
- Using teaching and learning methods which are flexible and varied and appeal to different learning styles
- Supporting verbal instructions with written printouts
- Providing positive feedback and praise where possible

This year we have also responded to need and have provided some organizational support when getting ready for PE

# Nurture Space

LB1 is open from 8am everyday and available for pupils to use at lunch and before school. This is a vital part of the daily contact that we have with pupils.

As well as providing a 'safe space' we also offer pupils support with homework and have introduced 'No tech Wednesday'. This is in response to our modern day dilemma where everyone is using social media more and more to the detriment of face to face social skills. We are fortunate to have two Y12 Duke of Edinburgh students who come over and play games with the pupils. Through this we are able to model positive interactions and focus on some key skills, such as, taking turns, choice, and celebrating the success of others.

# Feedback from last year And how we have addressed it/Ofsted

Short inspection report dated 18<sup>th</sup> May 2016

The SEN department has been recognised as developing quickly and we are fiercely proud of this.

Equipping teachers with precise strategies to help SEN pupils make the same level of progress is identified as an area requiring development:

- We have reviewed the Dyslexia part of our SEN information booklet to staff to reflect current thinking and include 'top tips'
- We have used our Weekly bulletin to put in regular reminders of our SEN Focus, including which pupils will specifically benefit from these strategies.

# Feedback continued....

- We have introduced termly 'Link teacher' meetings to increase the flow of communication between departments.
- The SENCO has worked with a colleague using the 'coaching technique' to aid the sharing of expertise and start a dialogue around SEN provision.

We understand that more still needs to be done and are looking at working with Cluster to provide training on High needs SEN to key groups.

The attendance of pupils who have special educational needs has improved. We encourage parents to keep in regular contact with us, through telephone or email. In this way we are able to quickly resolve any issues that may have prevented a student coming into school. This year we have worked with two pupils to provide a flexible timetable to allow them to be reintegrated back into school. We also have a pupil whose curriculum at KS4 has been reduced on medical advice. We are flexible day to day, hour by hour, providing a unique program that allows them to remain in school.



# Contact Us :

**By telephone:           01603 870328 (Ext257)**

**By email:                 [abarley@reephamhigh.com](mailto:abarley@reephamhigh.com)**

**[patkins@reephamhigh.com](mailto:patkins@reephamhigh.com)**

# Local Offer :

**<https://www.norfolk.gov.uk/children-and-families/send-local-offer>**