

Ranelagh School

SEND Information Report 2021

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School Context

This Information Report is an enhanced version of the information requested by Bracknell Forest Borough Council for inclusion in their 'Local Offer' (which is published on Bracknell Forest Borough Council's website). Both documents are updated annually.

Brief description of the school

Ranelagh is a Church of England school and a member of the Bonitas Multi-Academy Trust. The school is co-educational and there are currently 1064 students on roll, including 210 in the sixth form. Its admissions policy reflects its character and objectives as a Church of England school. The Academy continues primarily to serve the area specified in the Trust Deed of the Ranelagh Foundation which provides for children living in the ecclesiastical area now identified as the Deaneries of Bracknell and Sonning, including the unitary authorities of Bracknell Forest, Windsor and Maidenhead, and Wokingham. The majority of students live in Bracknell Forest. In a typical year, students transfer from over 40 primary schools which are mainly spread across the 23 parishes of Bracknell and Sonning. Ranelagh is over-subscribed, and although demand for places is high, the site restrictions limit intake.

Ranelagh is a mainstream school. 1.7% of our students have Education Health and Care Plans. A further 7.52 % are registered as SEN Support.

Ranelagh supports students with a range of SEND including Specific Learning Difficulties, ASD, ADHD, Speech and Language Needs, Hearing and Visual Impairment and other Social, Emotional and Mental Health difficulties.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 The school identifies children/young people with special educational needs and disabilities in the following ways. Through:

- Careful transition planning and good communication with feeder schools and new parents
- The collection and analysis of prior data, and baseline data
- Regular analysis of data by Heads of Year, Curriculum Leaders, Assistant Headteacher (Student Support and Guidance) and SENDCO.
- Feedback and observation from teaching and Learning Support staff
- Concerns raised by pupils and parents

1.2 What should I do if I think my child has SEND?

Initial approaches should be made via your child's Form Tutor or Head of Year who will liaise with the SENDCo.

- Concerns may be raised in any or multiple areas of SEND, including:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental health
 - Sensory / Physical needs

Disability (the Code of Practice, 2015, outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation: these alone do not constitute SEND)

- Some students are identified as having 'Additional Needs': these students are not, in and of themselves, identified as having a SEND. These needs may be related to:
 - Attendance and punctuality
 - Health and welfare
 - Social, emotional and mental health
 - English as an Additional Language (EAL)
 - Behaviour
 - The school's SEND register includes students who are identified as having a Special Educational need or Disability, which negatively impacts their ability to access the curriculum.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- The SENDCO and Learning Support Team will oversee and plan interventions in close liaison with school staff and external agencies.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Any interventions put in place will be communicated via email. If considered appropriate a face to face meeting will be arranged. For those students who have an Education Health & Care plan (EHCP), the individual provision plan will show how they are being supported.

2.3 How will the school balance my child's need for support with developing their independence?

- The school is committed to ensuring the inclusion of all pupils by removing barriers to learning. SEND students are fully included in the mainstream curriculum
- Independence is encouraged in all aspects of school life
- Support is focused and for time limited periods. Staffing is varied to ensure that students do not develop over dependence on any one person
- Students are actively involved in reviews of their intervention and support
- LSAs use a range of strategies such as backward chaining to develop pupil's independence.

2.4 How will the school match / differentiate the curriculum for my child's needs?

- Teachers have a clear understanding that all teachers are teachers of SEN.
- Teachers and Learning Support staff are aware of students' individual needs and differentiate their lessons accordingly
- Reasonable adjustments will be made to ensure each student has the fullest possible access to their curriculum and the wider life of the school

- On occasion it may be appropriate to dis-apply some students from Modern Foreign Languages in order to offer targeted, small-group support

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties

- Our key strategies are 'Quality First' teaching and positive behaviour for learning. These are augmented by tailored strategies, as advised by a wide range of expert partners, such as the Educational Psychologist, Sensory Needs Consortium, CYPIT, Occupational Therapy, Support for Learning and Autism Support.
- Examples may include:
 - Multi-sensory teaching methods
 - Pre teaching of Vocabulary and key terms
 - Scaffolded and Modelled tasks
 - Pre learning of subject specific concepts
 - The Learning Support Team support differentiation within the classroom.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- This fluctuates according to the needs of the cohort. SEND support is delivered by Teaching staff, LSAs and SENDCO.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

- Interventions are provided on a needs-led basis and according to availability, as determined through consultation SENDCO and Assistant Head Teacher. Where needed, group and individual provision planning will be implemented for students with an Education Health and Care Plan (EHCP).
- All provision is regularly reviewed through whole school monitoring and review procedures. The majority of needs are met within whole class teaching.
- The 'Waves of Intervention' model (see below) is used to support both those with an Education Health and Care Plan (EHCP) and those with Additional Needs.

Wave 1

- Quality First Teaching, with defined differentiation and targeted support, including:
 - High expectations of all to be involved and engage with their learning
 - High level of interaction with all students
 - Clear lesson plans linked to learning objectives and skills focused
 - Appropriate use of teacher questioning, modelling and explaining
 - Oracy based teaching with focus on dialogue and vocabulary
 - An expectation that students will accept responsibility for their own learning and work independently
 - Regular use of encouragement and praise to engage and motivate students
 - Consistent use of behaviour management strategies and policy

Wave 2

This intervention varies can include, but is not limited to:

- Small group teaching
- Short term, targeted interventions

- Departmental homework clubs
- Study support sessions
- Subject specific catch-up sessions
- Provision of additional differentiated materials
- Individual Support Plans
- Departmental or Head of Year report card

Wave 3

- These interventions are provided following consultation with the SENDCo and the Assistant Headteacher (Student Support and Guidance), on a needs-led basis. Interventions currently include

Intervention type	One to one	Group
In class LSA support for SPLD	x	x
Study support	x	x
Literacy skills boosters	x	x
Numeracy skills boosters	x	x
Handwriting		x
Touch typing		x
SaLT Expressive and receptive language	x	
Language – Vocabulary and word finding	x	x
Multi skills club (OT)		x
ELSA	x	x
Mentoring –Anxiety and social needs	x	x
Counselling	x	
Independent study skills	X 6 th form only	

2.8 What resources and equipment does the school provide for children with SEND?

A wide range of resources are available, and are determined by individual need. The following are examples:

- Laptops are available if required
- Enlarged texts and resources
- Coloured overlays and exercise books
- S24/ learning base
- ‘Calm’ / sensory space
- Mindfulness craft and calming activities in ‘Quiet Club’
- Study support after school with LSA support
- Visual timetables
- Traffic light cards
- Sensory kit

2.9 What special arrangements can be made for my child when taking examinations?

- At Key Stage 3, we monitor students’ performance to gather evidence that might indicate that they may need additional support in examinations. Due regard is given to their history from KS2, when entering Year 7.
- At Key Stages 4 and 5, access arrangements are made in line with JCQ regulations as stated by exam boards:

- <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- Through regular screening and reporting. This includes information evenings, settling screening, full screening and parents' evenings.
- Pupils with an EHCP will have an annual review along with regular meetings to discuss their progress
- SEND pupils will have regular meeting with the members of the learning Support Team to discuss their progress and their support arrangements.
- Teaching staff will communicate concerns or praise with parents where appropriate

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- Your child will be involved in regular monitoring and discussion of their personal targets
- All students are involved in peer and self-assessment in the classroom on a frequent basis
- Students receive regular informal and formal feedback from staff; for example through oral feedback, marking, screening and reporting
- Attendance at parents' consultation evenings
- Discussion at Annual Review meetings, which requires feedback and input for target review and further target setting from pupils and parents.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- Participation in Annual Reviews (EHCP) and reviews of any relevant Pupil Support Plans
- Direct contact with SENDCo, AHT/SSG, Curriculum Leaders or Heads of Year

3.4 What arrangements does the school have for regular home to school contact?

- The school diary: parents are expected to monitor their child's school diary regularly; staff will use it to communicate with parents and parents can use it to communicate with staff
- Regular newsletters
- Parents' information evenings
- Contact from or meetings with SENDCo, AHT/SSG, Curriculum Leaders or Heads of Year

3.5 How can I help support my child's learning?

- Provision of a supportive learning environment at home is essential: this can be provided by ensuring access to a quiet place to work and regular routines around homework and study
- Supporting daily/weekly organisation to ensure that they are prepared and have essential equipment
- Actively monitoring your child's school diary and discussing their learning, progress and targets with them
- Regularly monitoring progress and attendance
- Share relevant information that may impact their access to or engagement in learning with Form Tutors, Heads of Year or SENDCO

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

- A range of parent information and support sessions are available across the school year. Specific information evenings for parents (including those of students with SEND and Additional Needs) cover topics such as reading, spelling and handwriting. The school also provides a range of courses involving both parents and students which promote positive emotional health and understanding e.g. 'Parents and Teens' evenings
- The school also offers signposting to information and support sessions organised by partner agencies
- Transition meetings with parents of new students
- Annual information sharing - revision support and strategies for parents and students

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Informal and formal conversations with students help to continually review the support in place and what they need to do to continue to make progress with their learning
- Students with an EHCP are expected to attend Annual Reviews at which they can express their views and make an important contribution to the planning of their provision: opportunities to prepare for these meetings with the SENDCo/ Learning Support Assistant are provided as needed

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- GCSE
- Core Skills (non-accredited)
- Core PE (non-accredited)
- PAL (non-accredited)
- A Level and BTEC courses in a range of subjects
- GCSE re-takes in Maths and English

3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?

- Reviews of individual interventions are carried out at the completion of each programme, along with evaluations of the impact for individual students
- Routine analysis of examination and progress data
- Departmental and SENDCO reviews
- Annual Review process (where relevant)
- We always welcome feedback from parents.
- Review of overall provision with Leadership Team and Governors
- We always welcome feedback from parents.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

- Support is provided by the pastoral care system involving a wide range of staff including; Form tutors, Heads of Year, AHT (SSG), SENDCO, Inclusion manager, LSAs, ELSAs, mentors, educational psychologist, counsellors and chaplain
- The Preparation for Adult Life programme (PAL) provides opportunities to discuss and learn about a range of strategies to support positive mental health
- Through various clubs and activities, some of which are specifically for children with SEND e.g. Multi-Skills, Quiet Club, Wellbeing group
- External partners as appropriate e.g. Adviza, Behaviour Support Team, CAMHS, Youthline
- Provision of 'Calm' sensory /withdrawal space
- Wellbeing drop in sessions

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Monitoring and support is available from AHT/SSG, Heads of Year and tutors, SENDCO and Inclusion manager
- Social skills and small group interventions are provided as needed
- Referrals are made, as appropriate, to external agencies (BST/ ADVIZA/ CAMHS/), followed by active liaison
- Regular communication with parents
- Report cards and additional monitoring

4.3 What medical support is available in the school for children with SEND?

- The school medical room and key, qualified staff are available to support students. Private space can be made available for the administration of medicine (with consent).
- Information provided by parents is shared with staff if appropriate and if permission is given
- Individual Healthcare plans are written if required

4.4 How does the school manage the administration of medicines?

- The school adheres to guidance in line with the medical handling procedures protocol and policy
- Medicines are given to students with parental consent
- Administration of medication is recorded on every occasion
- Medication is stored securely

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

- The help required to meet all needs is discussed on an individual basis

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.?

The school currently accesses the following services based on the needs of current cohorts.

- Educational psychologist
- Sensory Consortium Services

- Occupational therapist
- Behaviour Support Team
- ASSC
- Support for Learning (SfL)
- Children and Young People’s Integrated Therapy (CYPIT) which includes: Speech and Language Services, CAMHS and Occupational Therapy
- Berkshire Adolescent Unit
- College Hall Outreach
- Youthline
- School counsellor

5.2 What should I do if I think my child needs support from one of these services?

- Contact the Form Tutor or Head of Year for your child’s year group, in the first instance to discuss your concerns

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- After referral has identified need, interventions and support are managed through:
 - Individual interventions
 - Small group interventions
 - Incorporation into the curriculum for the student, occasionally with LSA support
- Reviews with each service are carried out regularly for identified students
- Recommendations for specific strategies are shared with teaching staff
- Learning support team members participate in training for specific programmes recommended for delivery

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Contact the Form Tutor or Head of Year for your child’s year group, in the first instance
- Referrals can be made through the school

5.5 What arrangements does the school have for liaison with Children’s Social Care services?

- School will make direct contact in the event of specific concerns. Our Designated Safeguarding Lead, Miss Starr and Inclusion Manager, Mrs Newall can be contacted through their emails or via reception
- hstarr@ranelagh.bonitas.org.uk enewall@ranelagh.bonitas.org.uk
- Regular liaison and joint meetings take place throughout the year in response to individual student needs
- If you have any concerns please do not hesitate to get in touch and you will be advised of the best course of action

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

- Whole school training is delivered during inset
- Outside agencies such as SCS, ASSC are approached to deliver bespoke training packages as required
- Advice and support is available for all staff from the Learning Support Team

F6.2 Do teachers have any specific qualifications in SEND?

- Staff hold a variety of qualifications including OCR Level 5 Teaching Learners with Specific Learning Difficulties and CPCAB Level 4 Diploma in Therapeutic Counselling.

6.3 Do teaching assistants have any specific qualifications in SEND?

- Our staff have a range of training on specific interventions from external agencies

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- Reasonable adjustments are made to include individuals in line with the Equality Act 2010
- LSAs will accompany students who require support on visits

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- The school will ask for permission via written consent
- The school will engage in discussions with parents based on individual additional requirements
- Planning and risk assessment based on individual needs will be completed prior to the visit taking place if required

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The age and nature of some buildings on the school site precludes full access to all learning areas, where adjustments would be beyond reasonable measures
- In new buildings there is full access and a lift for those students who need to access lessons which are not on the ground floor

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- No amendments have currently been made

8.3 Are there accessible changing and toilet facilities?

- There are disabled toilets available in key locations throughout the site

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- Regular advice is sought from advisory support services including Hearing Impaired service, Visually Impaired service and ASSC Service
- The school undertakes regular review of the School Accessibility Plan

8.5 How does the school communicate with parents / carers who have a disability?

- Support for communication is based on needs but may include: provision of enlarged print documents, written or verbal communication by phone, email or letter and provision of interpreters, and advocates as appropriate
- Meetings are arranged to determine specific arrangements

8.6 How does the school communicate with parents / carers whose first language is not English?

- The school is able to translate documents for certain languages and can provide support at parents' evenings and meetings with a translator, if required
- Regular support from the LA EAL service and interpreters is available if required

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before they join the school?

- Students undergo reading screening during their Year 6 to Year 7 transition visits, or on entry. This data, together with information from the primary feeder school is used to identify the individual learning needs of the students and put appropriate support in place. This is shared with teaching staff via the pupil profile and class summaries.
- During the summer term transition process from Year 6 to Year 7, a member of Ranelagh Staff visits each feeder school to meet both teachers and students
- Higher Level Teaching Assistants (HLTAs) or LSAs may also be identified to work with a student as a key worker if needed, and will visit some students on more than one occasion to ensure a smooth transition
- Year 6 students are invited to attend two transition days at Ranelagh in July to enable them to get to know both staff and children from other schools, sample taster lessons and familiarise themselves with the school site
- Students with an Education, Health and Care Plan (EHCP) and those who have been identified as being particularly anxious or vulnerable, are offered an additional, more personalised transition visit organised by the Learning Support Department
- The SENDCO or a senior member of staff will attend Year 6 annual reviews once a place at Ranelagh has been confirmed
- The SENDCO regularly attends primary HUB meetings to share strategies for smooth transition for SEN students

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Students can be provided with an advance copy of their timetable, to help prepare them for the transition and to enable them to become familiar with any new members of staff
- Photographs and visual timetables can also be provided
- Taster lessons and option interviews support KS3/4 transition and KS4/5 transition
- Additional support to parents and students with an EHCP is provided during Year 9 Annual Reviews
- The Core Skills option is offered to identified SEND students in Year 10 which is discussed and explained with students and parents during the option selection period
- Students are invited to attend the Post-16 opportunities evening
- During the summer term following GCSEs, Year 11 students returning to the Sixth Form take part in induction days in preparation for their sixth form courses
- We work closely with Post 16 Personal Advisor, Adviza and the LA Transition Officer, from Year 9 onwards, to ensure the provision of specialist, independent advice and guidance for students with EHCPs and SEND

9.3 How will my child be prepared to move on to his or her next school?

- The Learning Support Team support transition for SEND pupils to sixth form and local colleges
- Additional support is provided to identified Year 11 students with the completion of application forms and interview practice

- LSAs are able to accompany SEND students on transition visits
- When students transfer to a new school/college, information is passed on to the placement to enable support to be planned
- Core Skills lessons and support from the Travel Training team can also aid with using public transport to access alternative places

9.4 How will you support a new school to prepare for my child?

- The school will organise transition meetings with the next school/college where required,
- Transfer of information will include sharing a student's profile and relevant documentation and assessments, under GDPR
- The school will enable observations of a student in their current school setting where appropriate and additional visits

9.5 What information will be provided to my child's new school?

- The school will arrange for the transfer of a student's profile and relevant documentation under GDPR

9.6 How will the school prepare my child for the transition to further education or employment?

- The school will organise transition meetings with the next school/college where required
- Staff at the FE provider will be invited to attend the EHCP Review
- Additional visits with a member of staff for students who need support can be arranged
- Liaison with any supporting/partner agencies

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Contact should first be made with the Form Tutor who will pass any concerns to the Head of Year
- If the contact is SEND specific please contact the SENDCO Mrs J Norman jnorman@ranelagh.bonitas.org.uk

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- The school does not have a Family Support Worker but does work with outside agencies who can provide support to families.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- Information is passed to parents as appropriate and 'Aiming High', a BFBC service which regularly signposts support services and activities for students with SEND, is regularly highlighted
- SEND information is disseminated by electronic information sharing, telephone contact and annual review meetings

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Any concerns should be passed on to the school as soon as possible so that we can work together to resolve any issues in line with the school's Complaints Policy
- Parent and student surveys are carried out at various points throughout the students' time at school
- Feedback is welcome

Appendix

School Contacts

- Assistant Headteacher (Student Support and Guidance): Miss Starr
- SENDCO: Mrs Norman
- Inclusion Manager: Mrs Newall
- HoY 7: Miss Evans
- HoY 8: Mrs Monaghan
- HoY 9: Ms Bond
- HoY 10: Mr McCoy
- HoY 11: Mrs Coventry and Mr Campbell
- Head of Key Stage 5: Miss Sweeney