

ROYAL ALEXANDRA AND ALBERT SCHOOL



Special Educational Needs & Disabilities Information

2023 - 2024

Policy applies to	School staff
Governing Body approval required	Yes
Accountable Executive	Deputy Head Curriculum, Teaching & Learning
Status & Review Cycle	Statutory Annually
Last approval	February 2024

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Dear parents,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found here. <https://www.raa-school.co.uk/policies.asp>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

2.1 Our special educational needs & disabilities coordinator, or SENDCo



Our SENDCo is Laura Willighan (Associate to Senior Leadership Team)

She has been a teacher for twelve years, ten as middle/senior leader. She has a Masters in Education specialising in Special Needs and Inclusion. She is working towards achieving the statutory qualification of National Award in Special Educational Needs Coordination. Her full time role is to manage SEND provision alongside some teaching and learning responsibilities.

2.2 SEND Administrator



Our SEND administrator is Lorraine De Tarnowsky. She has 8 years experience in this role.

2.3 EAA Coordinator (Exams Access Arrangements)



Our EAA Coordinator is Alison Stevenson. She is a qualified teacher with twenty two years of experience and a former Head of English. She is working towards a CP3TA Certificate of Psychometric testing, assessment and Access Arrangements.

2.4 Teaching assistants (TAs)

We have a team of thirteen TAs, including three higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, TAs have been involved in whole-school teacher training on the pedagogical approach of the school. All TAs have access to our online training hub. They also have bespoke training in line with personal CPD. In the last academic year there has been training in Emotional Literacy Support Assistant (ELSA), Speech and Language, ASD, Oppositional Defiant Disorder (ODD) and specific interventions such as Read, Write Inc and Fresh Start.

2.5 Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of students who have SEND.

Teachers receive annual training on SEND as part of the Tier 1 Continuous Professional Development (CPD) offered by the school. Tier 1 CPD focuses on the school's pedagogical approach and included embedding Rosenshine's Principles of Instruction, SSATs Embedding Formative Assessment Programme (EFA) and Teaching WalkThrus. Bespoke CPD is offered to all teachers on SEND interventions, strategies and techniques to best support our students. Whenever updates are made to any information relating to SEND, these are shared with teachers and appropriate training is provided.

2.6 External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher.

Contact details of key members of staff can be found on the school website. These are also included in the year group information booklets disseminated at the start of the academic year.

They will discuss your child's learning to try to get a better understanding of what your child's strengths and difficulties are and will pass the message on to key colleagues following our school system, one of which is the SENDCo.

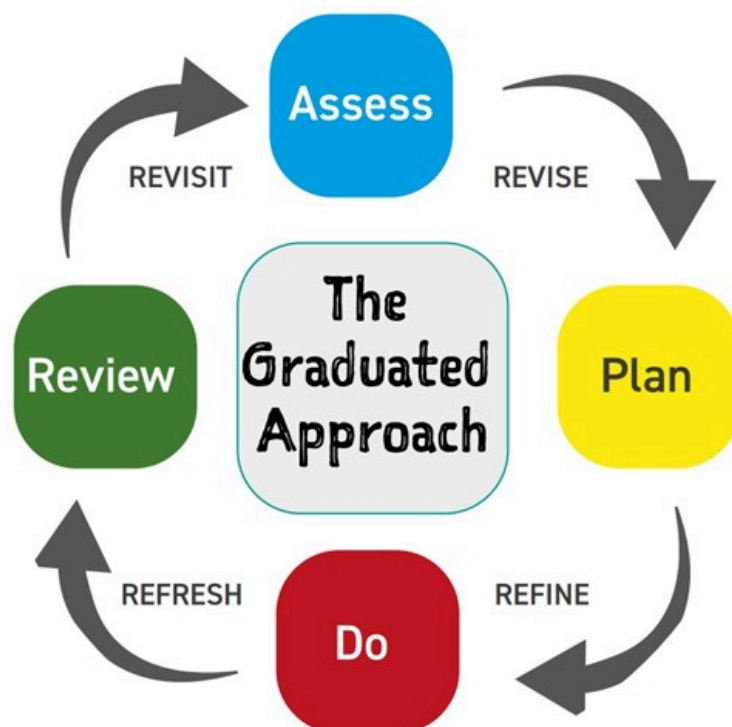
You can also contact the SENDCo directly.

We will discuss your concerns and together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

More support on what you should do if you think your child has SEN can be found here <https://www.surreylocaloffer.org.uk/parents-and-carers/what-is-sen>

4. Identification, assessment and recording of SEND



4.1 The Graduated Approach

The school follows the SEND Code of Practice 2015: 0 to 25 years' graduated approach with regard to the identification, assessment and review of students with special educational needs. More information can be found here <https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision#panel-6>

The four key actions are:

Assess - clear analysis is made of needs based on (where appropriate):

- views of the child/young person and their parents
- screening of students, that are usually completed on entry
- teacher assessments and observations
- student's current attainment
- student's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies.

Plan - following assessment, the Teacher/SENDCo, parent and student, agree on a plan of action to include:

- time limited outcomes for the student
- the adjustments, support and interventions to be put in place
- a date for review.

Do - all relevant staff are made aware of the plan and implement the adjustments, support and interventions. The SENDCo supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with students and parents and seeking their views.

The cycle then starts again at Assess, with the updated needs of the student being considered before planning a continuation of or change to provision.

4.2 Levels of Intervention – The Graduated Approach

4.2.1 Quality First Teaching

All students are entitled to high quality teaching. This is also described as universal provision. Teachers are aware of the individual strategies for each student and adjust their teaching to suit differences in learning. Some students may, at times, be taught in small groups or in a one-to-one situation to support their learning. All teachers make creative adaptations to classroom practice enabling children with SEND to learn inclusively and meaningfully, alongside their peers.

4.2.2 Targeted Provision

Some students receive additional SEND provision: this is a specific, time limited, evidence-based intervention for students who are not making good progress. There are a very small number of students who will continue to need support on a long-term basis and have persistent needs. These students may face challenges to reach expected standards in literacy though they can excel in other areas. The decision is based on how well the student is doing and how far behind they are compared to their age group. Targeted interventions last a specified number of weeks, and by the end of the intervention students in the group should have caught up. The pace of this type of intervention will suit some students who need a quick boost. The student who has greater difficulties in literacy and who is unlikely to catch up with their age group through a targeted intervention will be provided with a more personalised intervention.

4.2.3 Specialist Provision

The needs of the student may be so individual that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these students' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class/subject teachers are clear how to encourage independence and boost these students' self-esteem. This provision may come from within the school or from outside the school (i.e. a collaboration with other schools or the LA Local Offer). Some of the features of specialist provision are:

- Taught by a teacher/teaching assistant in a 1:1 or small group situation.
- Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable.
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

4.2.4 If parents have concerns relating to their child's learning these should initially be discussed with the child's form tutor. This may result in a referral to subject specialists or the SEND team.

4.2.5 The school will involve parents and the young person in question as soon as we feel a student may have a barrier to learning.

4.2.6 In school we use a range of assessment data e.g., relevant family/medical history, prior assessment data, teacher assessments, screening tests (Lucid EXACT, Rapid and Recall), CAT4 test, SATs results, classroom observations and assessments and psychometric tests of reading and writing ability or attainment.

4.2.7 All provisions and interventions are reviewed on a regular basis, individual to each process. Quantitative and qualitative data will be used to measure effectiveness.

4.3 Recording of SEND

When a student is identified as needing SEND Support, they will be added to the schools SEND Register. (Code K). A student with an EHCP (Code E) is also recorded on the SEND register. Some students who are not on the SEND register will have a one page profile (Code 1P).

Each student on the SEND register will be allocated support from a key group of people. This support may include meetings and regular review of their one page profile.

5. How will I be involved in decisions made about my child's education?

Progress meetings are held annually for all students where general progress is discussed. Parents and students are invited to attend so that teachers are able to share feedback with them and address any concerns that may exist. The School SENCo works in collaboration with class teachers, pastoral team and parents to ensure effective plans are in place

For students with an EHCP, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHCP to ensure that the needs identified and level of support are still correct. A copy of the review report is sent to all invitees, including parents/carers, and the Local Authority SEND Team.

6. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Be present and active in our school progress review drop down days for target setting
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey.

7. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

Students receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers. The school has a graduated approach to supporting students with SEND. Classroom teachers are expected to adopt a 'Quality First Teaching' approach in order to meet the needs of the students. Reasonable adjustments to their practices are expected with them being encouraged to adopt a variety of strategies and approaches in order to engage the student. Where concerns persist then a student may be put forward for additional interventions to help support their progress and attainment.

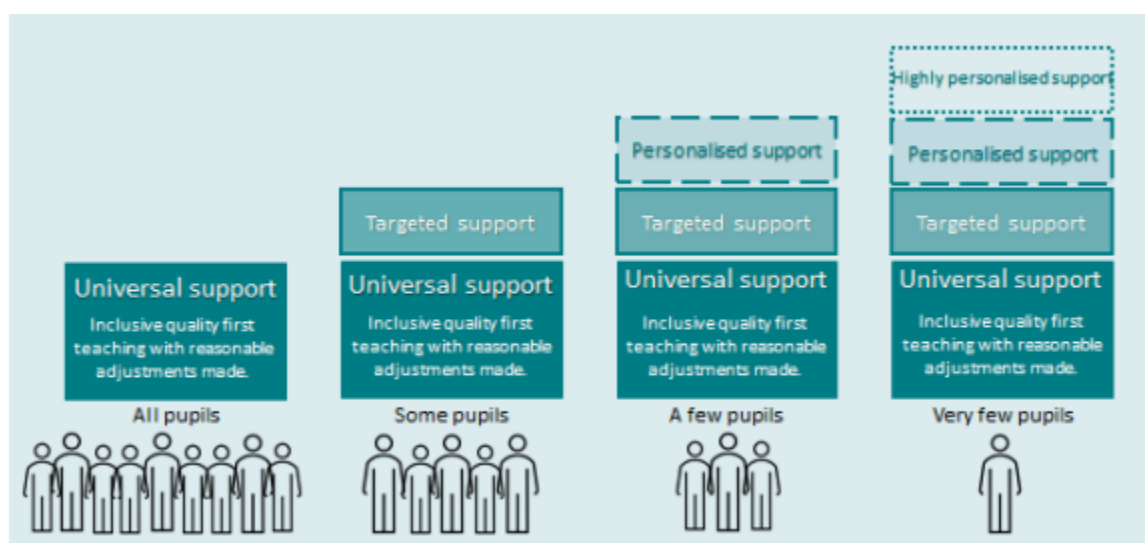
(NOTE: Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to: the needs of the student; the effectiveness of the adjustment; the cost of the adjustment and the likely impact of the adjustment upon the student and other students.)

Details of the Junior curriculum can be found here: https://www.raa-school.co.uk/junior_curriculum.asp

Details of the senior curriculum can be found here: https://www.raa-school.co.uk/prospectus_curriculum.asp

The school is continually growing and developing. There are ongoing plans to expand the buildings and improve its facilities. The site is complex and some areas are not currently accessible to all. Pedestrian pathways around the site are varied and some may be unsuitable for those with mobility challenges. Provision is negotiated when a student's specific needs are known and individual accessibility plans are drawn up and implemented.

Our school Accessibility Plan can be viewed here <https://www.raa-school.co.uk/policies.asp>



8. How will the school evaluate whether the support in place is helping my child?

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND

- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents
- Monitor impact of targeted interventions
- Monitor impact of staffing

9. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. Government information on this can be found here:

<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024/the-notional-sen-budget-for-mainstream-schools-operational-guidance>

10. How will the school make sure my child is included in activities alongside students who don't have SEND?

All of our co-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including residential trips.

All students who are boarders or flexi-boarders are encouraged to take part in our extensive co-curricular programme which is monitored on a half-termly basis.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

11. How does the school make sure the admissions process is fair for students with SEN or a disability?

Our Admissions and Accessibility Policy can be found here <https://www.raa-school.co.uk/policies.asp>. The Admissions Department works closely with the SEND Department and the Local Authority for any application when a SEND need is identified. SEND admissions procedures follow the school admissions policy.

12. How will the school support my child's mental health and emotional and social development?

The SEND work closely with the Achievements, Standards and Inclusion team including key staff such as the School Mental Health lead Mrs Eileen Greer. This team meet regularly with the SENDCo to identify needs and ensure adjustments and relative interventions are implemented and monitored. We have a 'zero tolerance' approach to bullying. Our Anti-Bullying Policy can be found here <https://www.raa-school.co.uk/policies.asp>

13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help students with SEND be prepared for a new school year we:

- In the junior school we will ask both the current teacher and the next year's teacher to attend a final meeting of the year when the student's SEN is discussed.
- In the Secondary School we will ensure SEND information is shared with all new teachers. Faculties and Year Teams also share good practice when a change of teacher occurs.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Our SENDCo oversees SEND provision in the junior and senior school. Our SENDCo will work with SENDCos from external schools to ensure an efficient transition. Parents are informed of our transition plans and we welcome a partnership in this process and we will arrange meetings with the parents of incoming students to discuss how we can best welcome their child into our community.

Between phases

For transition from KS2 to KS3 the SENDCo will discuss the needs of all the children who are receiving SEN support. Students will be prepared for this through a carefully planned transition programme designed by the junior and secondary school staff. This is tailored for the needs of the individual student.

The SENDCo is involved in transition planning and events throughout the school including options events for Year 9 and Year 11 and works with key colleagues such as the standards team and careers department to ensure that students with a SEN need are supported and have the support needed for effective transitions.

We provide all our students with appropriate advice on paths into work or further education.

We work with the students to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

14. What support is in place for looked-after and previously looked-after children with SEN?



Mrs Katie Ryan (Lead on Disadvantaged students) will work with Laura Willighan, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo who will make a judgement of whether this is a SEND or whole school complaint. If it is deemed a whole school complaint, parents will be asked to follow the complaints procedure as per the Complaints Policy.

If it is a SEN related complaint, the SENDCo will try to resolve the complaint informally in the first instance by working with colleagues involved in the students' education. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the students themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Further information can be found at [Complaints and Compliments | SEND Advice Surrey](#)

To find out about disagreement resolution and mediation services in our local area: [Appeals and mediation about EHC plans | Surrey Local Offer](#)

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Surrey's Local Offer [Surrey Local Offer](#). If your child is a boarder please contact the SEND if you are unsure what Local Authority to reach out to. Your local GP can also be contacted and we have a full time health centre who work in partnership with parents whose children are on medication or have queries about this.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/surrey>

Local charities that offer information and support to families of children with SEND can be found on Surrey's Local Offer. As well as the Help and Advice Section you can search the directory here <https://www.surreylocaloffer.org.uk/directory?category=2>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

17. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams.
- **Annual review** – an annual meeting to review the provision in a student's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services.
- **Differentiation** – When teachers adapt how they teach in response to a student's needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area.
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- **SENDCo** – the special educational needs & disabilities coordinator.
- **SEN** – special educational needs.
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN.
- **SEN support** – special educational provision which meets the needs of students with SEN.
- **Transition** – when a student moves between years, phases, schools or institutions or life stages.
- **Read Write Inc.** - Tested phonics education scheme of learning
- **Fresh Start** - Catch up phonics education scheme of learning