



Ranelagh School

SEND Information Report and Local Offer

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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 will be published on the school website and updated annually.

Brief description of the school

Ranelagh is a Church of England school and a member of the Bonitas Multi-Academy Trust. As a sponsor, in the first instance we are working closely with Jennett's Park Church of England Primary School. Whilst there are very clear expectations of a trust in relation to school improvement, the Bonitas board of trustees recognises the importance and value of each school's individual context. The trust has a clear commitment to preserving and developing the identity and ethos of its member schools.

Ranelagh is co-educational and there are currently 995 students on roll, including 181 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. 71% of pupils 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. 1.91% of our students have Education Health and Care Plans. A further 12.4% are also registered as having Additional Needs. Of those students with EHCPs: 10 have a specific diagnosis of ASD/Asperger's Syndrome and/or ADD/ADHD; 11 have specific language difficulties and/ or communication needs.

Ranelagh supports students with a range of SEND including specific learning difficulties, autistic spectrum disorder, attention deficit disorder, hearing impairment, visual impairment and many other learning, emotional, social and mental health difficulties. We aim to make reasonable adjustments to ensure that the needs of all of our students are met.

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 of extensive baseline data, including cognitive assessments and literacy testing
- regular, rigorous screening (termly) by Heads of Year, Curriculum Leaders, Assistant Headteacher (Student Support and Guidance), Assistant Head Teacher (Sixth Form) and the joint SENDCOs
- concerns raised by parents and feedback from staff

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

Initial approaches should be made via your child's Head of Year or the relevant Curriculum Leader, who will liaise with the Assistant Headteacher, Student Support and Guidance and the joint SENDCOs.

- 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
- Some students are identified as having 'Additional Needs': these students are not, in and of themselves, identified as having a SEND.

Students may have Additional Needs in any of the following areas:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation: these alone do not constitute SEND)
- attendance and punctuality
- health and welfare
- English as an Additional Language (EAL)
- behaviour

Students in the following groups may have Additional Needs:

- Pupil Premium (PP)
- Looked After Child (CLA)
- child of serviceman/woman
- more able

From January 2014 the school's SEND register only includes students who are identified as having a specific Special Educational Need or Disability, which impairs their ability to access the mainstream curriculum offer.

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 Joint SENDCOs, relevant Head of Year and the Assistant Headteacher, Student Support and Guidance.

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 through written or electronic correspondence with home. For those students who have an Education Health & Care plan (EHCP) or students with a Personalised Education Plan (PEP) 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?

We believe that students with Special Educational Needs and Disabilities (SEND) should be supported to achieve equal access to the school curriculum and we have a responsibility to develop these students to the full, using our experienced staff and a wide range of support measures, including, but not limited to, Learning Support Assistants (LSAs). Students with SEND are included in the mainstream curriculum as much as possible: the school has extremely low levels of disapplication from the mainstream curriculum, (currently 2.7% at KS3 and 4% at KS4). Interventions tend to be focused on small group sessions, for time limited periods. Students generally work with a number of LSAs to allow them to develop independence as they grow older and in preparation for working life.

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

All teachers are aware of students' individual needs and differentiation is matched to individual or group needs and learning styles. 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 additional small-group support in literacy and numeracy.

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 management, augmented by tailored strategies, as advised by a wide range of expert partners, for example, the educational psychologist, Sensory Needs Consortium, CYPIT, BST and ASSC.

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

This fluctuates dependent on the needs of the children attending the school.

2.6 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 with the Joint SENDCOs and AHT/SSG. The SENDCOs maintain the SEND and Additional Needs registers, noting both those with Education Health and Care Plans (EHCPs) and Additional Needs. Where needed, group and individual provision planning will be used for students with an Education Health and Care Plan (EHCP).

All provision is regularly reviewed through whole school procedures, such as monitoring the quality of teaching and learning, departmental reviews, departmental self-evaluations and reviews of students' progress. 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.

Waves of Intervention are supported by:

- joint SENDCOs
- other external agencies
- subject teachers/tutors supported by departmental intervention and HoYs
- subject teachers/tutors
- HLTAs and LSAs

Interventions

Wave 1

Wave 1 is based on the concept of 'quality first' teaching, with well-defined differentiation and the appropriate use of learning aides.

Quality first teaching includes:

- Highly focused lesson design with objectives
- High expectations of student involvement and engagement with their learning
- High levels of interaction with all students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- An expectation that students will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate students

Source: (DCSF, 2008) *Personalised learning – a practical guide* 00844-2008DOM-EN

Wave 2

This intervention varies between subjects and year groups. It can include, but is not limited to:

- Small group teaching
- Setting
- Short term interventions
- Departmental homework clubs
- Study support sessions
- Subject specific catch-up sessions
- Provision of additional differentiated materials
- Individual Provision Plans (IPPs)
- Departmental report
- Head of Year report following screening

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:

Type/Title of Intervention	One to one	Small group
In class LSA Support for SpLD	x	x
Mentoring	x	x
Y7 Literacy Skills Boosters	x	x
Basic Numeracy Skills		x
Reading/Decoding	x	x
Reading/ Comprehension	x	x
Paired Reading	x	
Nessy	x	x
Handwriting/ SpeedUp!		x
Touch Typing		x
Social Skills Group		x
Reduced curriculum group (Core Skills)		x
SALT – Expressive and Receptive Language		x
SALT – Vocabulary and Word Finding		x
Study Support (after school)		x
Study Support Sessions (lunchtimes)	x	x
Multi-Skills Club (OT)		x
Subject specific examination preparation	x	x
ASSC/BST Individual Sessions	x	
Behaviour Support Team	x	
Emotional Literacy Support Assistance (ELSA)	x	x

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, but this is not intended to be an exhaustive list:

- A limited number of laptops for identified students
- Magnification for VI students
- Modified materials and texts
- Timers
- Coloured overlays
- S24/ learning base
- Craft and calming activities in 'Quiet Club'
- Study support after school with LSA support
- Writing slopes and pen/pencil grips
- Visual timetables
- Traffic light cards
- Behaviour support records and small step progress trackers; 'Fidget Factory' proprioceptor resources
- Specific book resources for groups and individuals

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

- At Key Stage 3, we monitor students' performance in examinations to gather evidence of any factors that might indicate that a student should have additional support in examinations
- 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?

- Regular screening and reporting (available electronically to parents, via the school portal)
- The annual review process
- Personal Education Plan meetings
- Departmental assessment, target setting and data tracking against predictive data

All individual targets are agreed with the student and shared in their workbooks and school diaries.

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

- Regular monitoring and discussion with your child of their personal targets: all students are involved in peer and self-assessment in the classroom on a regular basis and receive regular feedback from staff both informally and formally, for example through oral feedback, marking, screening and reporting
- Attendance at parents' consultation evenings
- Discussion at Annual Review meetings, which students and parents are expected to attend and share agreement of overarching, school wide targets for the coming year

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 (of EHCP) and reviews of any relevant Individual Provision Plans (IPPs)
- Direct contact with Joint 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/Planner: 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
- Access to the Parent Portal and VLE
- Regular newsletters
- General and SEND parents' information evenings

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

- The 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
- Actively monitoring your child's school diary and discussing their learning, progress and targets with them
- Regularly monitoring progress and attendance (through the Parental Portal)

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) also 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

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

- Both 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 a Statement or 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 along with evaluations of the impact for individual students
- Routine analysis of examination and progress data
- Departmental reviews
- Annual Review process (where relevant)

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 form tutors, Heads of Year, AHT (SSG), (joint SENDCOs), lead LSAs, key workers, mentors
- The Preparation for Adult Life programme (PAL) is delivered by a small team of staff
- Through various clubs and activities, some of which are specifically for children with SEND e.g. Multi-Skills, Quiet Club
- External partners as appropriate e.g. Adviza, Behaviour Support Team, LA Inclusion Officer, CAMHS
- Ranelagh also follows a range of policies designed to promote inclusion and prevent bullying. (Please see Appendix 1)

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 also available from AHT/SSG, Heads of Year and tutors and joint SENDCOs
- Social skills and small group interventions are provided as needed
- Referrals are made, as appropriate, to external agencies (BST/ ADVIZA/ CAMHS/ ASSC)

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

The school medical room is available to support students who suffer from specific illnesses, SEND and emotional needs.

Information provided by parents is shared, with permission, with staff if appropriate.

4.4 How does the school manage the administration of medicines?

- Medicines are given to students with written parental consent or consent provided through a 'phone call, if a 'one off'
- Administration of medication is recorded on every occasion
- Medication is kept under lock and key at all times
- The school adheres to guidance in line with the medical handling procedures protocol

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 current students' needs:

- Educational psychologist
- Hearing impaired and visually impaired services
- ASSC (ASD) advisory teacher
- Behaviour Support Team
- 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 Head of Year for your child's year group, in the first instance, or the AHT(SSG) or joint SENDCO.

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

Reviews with each service are carried out regularly for identified students, through referral. Interventions and support are managed as determined by need through:

- Individual interventions
- Small group interventions
- Incorporated into the curriculum for the student, occasionally with LSA support

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 Head of Year for your child's year group, in the first instance, or the AHT (SSG) or Joint SENDCo.

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
- Regular liaison and joint meetings take place throughout the year in response to individual student needs

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

This is dictated by provision planning for current students and has previously included but is not limited to:

- SpLD training
- Autism awareness
- Speech and Language Therapy (SALT)
- Differentiation and “Diminishing the Difference” strategies
- Hearing Impairment and Visual Impairment refreshers
- Effective use of LSAs
- Education Endowment Foundation advice and strategies

6.2 Do teachers have any specific qualifications in SEND?

6.3 Do teaching assistants have any specific qualifications in SEND?

Our staff have a range of qualifications and training including:

- HLTA
- Catch Up Literacy
- ASD/ ADD/ ADHD training
- SALT training - individual and group interventions
- EAL training
- Emotional literacy
- SpLD training
- Handwriting Speed-Up!
- Occupational Therapy
- Attachment based training
- Counselling
- Behaviour management

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?

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

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.
- Engage in discussions with parents based on individual additional requirements.
- Undertake planning and risk assessment based on individual needs and reasonable adjustment.

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
- Provision of interpreters, as appropriate

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, for a range of languages including but not limited to: Spanish, French and Italian speaking families. 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 he or she joins the school?

- All students undergo screening on entry and this data, together with information from the primary feeder school or another secondary school, is used to identify the individual learning needs of the students. Appropriate support is then put in place to enable them to overcome barriers that may exist and to achieve their potential.

- As part of the transition process from Year 6 to Year 7, a member of Ranelagh Staff visits each feeder school to meet both teachers and students, to gather information and answer any questions the students may have about transition.
- Where students are transferring from primary school, a specialist member of staff will attend EHCP Reviews during Year 6 to support the planning process and to get to know 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 2 transition days at Ranelagh in July to enable them to get to know both staff and children from other schools. They are also given opportunities to sample taster lessons and familiarise themselves with the school site.
- For Year 6 students with an Education, Health and Care Plan (EHCP) and those who have been identified as being particularly anxious or vulnerable, an additional, more personalised transition visit is organised by the Learning Support Department.
- Student profiles are also written for all SEND students so staff are aware of individual needs and strategies identified to support individuals.

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

- Students with ASD needs and speech and language difficulties 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. If needed they can be introduced to the teacher and classroom before the commencement of the new timetable.
- Photographs and visual timetables can also be provided to support at home.
- Year 9 option support, taster lessons and options interviews support KS3/4 Transition and KS4/5 transition.
- Additional support to parents and students with an Education, Health and Care Plan (EHCP) is provided during Year 9 Annual Reviews.
- The Core Skills option is offered to identified SEND students in Year 9 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 Adviza and the LA Transition Officer, from Year 9 onwards, to ensure the provision of specialist, independent advice and guidance, for students with EHCPs

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

- For Year 11 students with an Education Health and Care Plan (EHCP) and those listed on the Additional Needs Register, the Joint SENDCOs support transition to sixth form, local colleges or help them to find suitable apprenticeship or work opportunities.
- Additional support is provided to identified Year 11 students with the completion of application forms and interview practice.
- LSAs will accompany SEND students on transition visits to local colleges on an individual needs basis.

- When students transfer to a new school/college, information is passed on to the placement to enable.
- 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.
- Sharing of a student's profile and all relevant documentation and assessments.
- Observations of a student in their current school setting where appropriate.
- Additional visits where appropriate.

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 all relevant documentation and assessments. This will include child protection files where applicable.

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.
- An invitation to staff at the FE provider to attend the EHCP Review
- Additional visits with a member of staff for students who need support
- 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?

The Head of Year for their year group. (Please see Appendix 2 for named contacts.)

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
- SEN Information evenings highlight local support, services and training

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 e.g. Year 7 Transition Survey and whole school surveys.
- Feedback is welcomed.

Appendix 1

Relevant policies and further reading:

- SEND/Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- Teaching and Learning Policy
- Pupil Premium Policy
- Policy for Supporting Pupils at School with Medical Needs
- Accessibility Plan
- Ranelagh School's 'Local Offer' (Available on both the School and Local Authority Websites.)

The following national legislation and guidance also applies:

- Teachers' Standards 2012
- SEND Code of Practice 0 – 25 (May 2014)
- The Children and Families Bill 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Equality Act 2010: advice for schools DfE Feb 2013

Appendix 2

Pupil Premium Co-ordinator: Mrs Yung

Assistant Headteacher (Student Support and Guidance): Miss Starr

Assistant Headteacher (Sixth Form): Miss Combes

Joint SENDCOs: Mrs Scott and Mrs Tidmarsh