

Royal Greenwich Trust's SEND Information Report

Welcome to Royal Greenwich Trust's SEND Information Report. On this page you will find information on the support we provide for students with Special Educational Needs and Disabilities (SEND).

Royal Greenwich Trust uses the term 'parents' to signify parents and / or carers, i.e. all those who have parental responsibility for a child or young person.

Royal Greenwich Trust School fully endorses the SEND Code of Practice (Jan 2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

Special Educational Needs and Disability Code of Practice 0 to 25 years 2015

Royal Greenwich Trust School is fully committed to the inclusion of students with Special Educational Needs and Disabilities (SEND) providing that the academy is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the academy and is an efficient use of the Local Authority's resources.

Our Special Educational Needs Disability Coordinator (SENDCo) is Ms. Tutty; she can be contacted by telephone on 0208 312 5480 or email Tutty.I@rgtrustschool.net . If your child has a Special Educational Need or Disability and / or you would like more information, please contact Ms. Tutty.

What kinds of SEND are provided for at Royal Greenwich Trust School?

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that students often have needs that cut across these areas and their needs may change over time:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

How does Royal Greenwich Trust School work with families of students with SEND?

Royal Greenwich Trust School works in partnership with parents, which enables students with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person Centered Planning* students with SEND are integral to the decision-making process affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents. Students' views, opinions, wishes and feelings are always considered. For those students with an Education Health Care Plan (EHCP) their views will be sought before and Anny Review meetings and students will be invited to attend them. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

** Person centered planning is a process for continual listening and learning, focusing on what is important to someone now and in the future, and acting upon this in alliance with family and friends.*

How will families know if students with SEND are making progress?

All parents can contact Royal Greenwich Trust School at any time to request an informal update on their child's progress. All parents will be sent a printed copy of students' assessment data at the end of every term and are also invited to an annual formal meeting with their child's Form Tutor and Subject Teachers. In addition to this, parents of students with an EHCP will have an Annual Review chaired by Royal Greenwich Trusts' SENDCo.

Throughout the course of any academic year parents may well be requested to attend meetings to discuss progress; at times with multi agency professionals in attendance.

How does Royal Greenwich Trust School identify and assess students with SEN?

We have a clear approach to identifying and responding to SEND. All teachers at Royal Greenwich Trust School are responsible for identifying students with SEND, and in collaboration with the SENDCo, will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to Royal Greenwich Trust School every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class-based interventions and/or further assessment.
- We have detailed exchanges with feeder primary schools. Information gained is used to shape the student's curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding to provide a thorough and holistic assessment.
- Royal Greenwich Trust School regularly gathers information from within the school about every student's progress using both formative assessment through high quality questioning, retrieval tasks and practice and summative assessments such as mocks, mid-year exams and end of year exams. The emphasis for Royal Greenwich Trust School's teachers is the formative assessment and the in-class intervention / personalised teaching that can improve outcomes.
- Royal Greenwich Trust School tracks and compares students' data alongside national data and expectations of progress. Academic data is updated at regular intervals and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might be:
 - significantly slower than that of their peers starting from the same baseline,
 - failure to match or better the student's previous rate of progress,
 - failure to close the attainment gap between the child and their peers, or
 - a widening attainment gap.
- Students may also be identified via pastoral and academic tracking meetings with Royal Greenwich Trust staff and in some cases within Multi Agency Professionals meetings where attendance and behaviour data are considered.
- Where subject teachers decide that a student is making less than expected progress despite verified high quality, personalised teaching, they will consult parents and carry out further class-based assessments. A period of additional class-based interventions will then follow.
- If, despite subject teacher intervention the student continues to make less than expected progress, the SENDCo is consulted.
- The SENDCo is then responsible for investigating and where necessary assessing the student to determine if the student has SENs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEND includes an early discussion with the student and their parent(s). These early discussions enable Royal Greenwich Trust School staff to develop a good understanding of the student's areas of strength and difficulty, any parental concerns, the agreed outcomes sought for the student and the next steps.

- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, Royal Greenwich Trust School will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SENDCo will draw on more specialised assessments from external agencies and professionals.

How does Royal Greenwich Trust School meet the needs of students with Special Educational Needs?

High quality teaching

Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from Learning Support Assistants. High quality teaching, personalised for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with SEND, is a whole-school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015 and the DfE Teachers' Standards.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All Royal Greenwich Trust School students have access to a broad and balanced curriculum, with targets that are deliberately ambitious.
- The school regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENDCo carries out regular learning walks to ensure that high quality teaching for students with SEND is in place across the curriculum.
- Teachers are able to access detailed advice on all students with SEND via the school's confidential, teacher-access only intranet.
- There is regular advice and training delivered by the SENDCo or other specialist SEND staff for colleagues at all levels, which is built into the whole school's CPL provision. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- SEND colleagues are in a good position to be able to do this. They are highly skilled and well qualified: the SENDCo holds a Master's qualification in SEND.
- Where necessary outside agencies deliver bespoke training, for example half termly Speech and Language Needs training for LSAs, is delivered by our link Speech and Language Therapist.
- Staff can observe outstanding teaching of students with SEND as part of normal staff development opportunities.

Increased levels of provision and support

However, in spite of high quality, personalised teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting Royal Greenwich Trust School's core offer or whether something different or additional is required.

- All teachers and support staff who work with the students are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system (SIMS).
- A clear date for reviewing progress is agreed, with clear actions set out for the parent(s), student and teaching staff.
- Where it is agreed, in consultation with parents, that a student has a SEND this decision is recorded in the school's records. At this point the student will be identified on the SEND Register as 'School Support,' marked K on Sims.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo should support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the students and their parents are integral to this process. This is in line with the SEND Code of Practice.
- The SENDCo working with subject teachers may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent(s) and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. SIMS will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, Royal Greenwich Trust School may involve specialists, both in-house and from outside agencies.
- Royal Greenwich Trust School will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SENDCo to request an Education, Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan. Additionally, we endeavour to work closely with the NHS and Social Care Services to ensure they are active participants, where appropriate in students' EHC Needs assessments and plans.

As part of the EHC Assessment Royal Greenwich Trust School may request additional top-up funding from the student's Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

What provisions are available at Royal Greenwich Trust School to meet the needs of students with SEND?

Royal Greenwich Trust School's notional SEND Budget is used to commission a range of services, including Speech and Language therapy, Educational Psychology, pastoral care and counselling services to support students:

Provision	Details	Target students
Alternative Provision	Specialist off site small provision(s) with significantly higher staff to student ratio than Royal Greenwich Trust School.	Students with a high level of need, in particular those with social, emotional and mental health difficulties.
BTEC Options	KS4 / KS5 vocational learning. BTEC qualifications are more hands on and grounded in the real world of work.	Students with an interest/ aptitude in a vocational area who may struggle with a predominantly academic curriculum.
CAMHS Support	Early Intervention in Schools Team core link worker as part of Greenwich borough local authority offer, who can discuss and observe students on site, with consent of parents and offer school-based strategies.	Students with social, emotional and / or mental health needs.
Counselling Service	On-site school based mental health support for students. This includes bereavement counselling.	Students with social, emotional and / or mental health needs.
Golden Groups	Small classes of no more than twelve students. One class per year group (KS3 & 4) for English, Maths and Science.	Students with moderate learning difficulties and other complex needs.
Educational Psychologist	This service is brought in to support in the assessment of students with potential or identified SEND and to offer school-based strategies.	Students with a high level of need who may potentially meet the criteria for an EHCP. Students already in receipt of an EHCP.
In class support from a Learning Support Assistant	Support the personalisation of lessons. Ensure that target students meet their lesson objectives.	Those with an EHC Plan, where it is necessary in order to meet objectives. Other students with SEND who require additional staff support to meet lesson objectives.
Literacy Interventions	Royal Greenwich Trust School runs a wide range of literacy interventions aimed at students with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments.	Each intervention has its own entry criteria based on assessments of reading, spelling, academic progress data and where required specialist literacy assessments.
Mentoring Service	This service is brought in to support students to consider alternative strategies and goals to better self-manage and self-regulate.	Students at risk of disaffection or disengagement. Supporting vulnerable students in particular those at risk of under-performing and / or being NEET.

Speech and Language Therapy	Speech Therapist carries out assessments, designs programmes of intervention, delivers interventions, reviews progress and trains staff.	Students presenting with speech, language or communication needs.
-----------------------------	--	---

The above provisions are reviewed regularly by the SENDCo to establish whether they are contributing significantly to student progress and offer value for money.

The SENDCo is responsible for maintaining a whole school Provision Map and individual Provision Map for each student with an EHCP. These maps clearly outline the support put in place which is additional to or different from that which is offered through Royal Greenwich Trust School's curriculum. It demonstrates how any additional funding is used.

The provision maps also help Royal Greenwich Trust School maintain an overview of the programmes and interventions used, with different groups of students and provide a basis for monitoring the levels of intervention and demonstrate how the additional funding is used.

How are Royal Greenwich Trust School's resources allocated and matched to the student's Special Educational Needs?

The SEND budget is allocated each financial year by the Royal Borough of Greenwich Local Education Authority. The money is used to provide the provision and resources described in the table above dependent on an individual's needs. Additional agreed resources may include:

- Specialist assessments, for example dyslexia or cognitive ability tests
- Specialist learning tools or materials
- Access to specialist computer equipment / programs

What additional specialist services are accessed by Royal Greenwich Trust School to meet the needs of students with SEND?

Where deemed necessary and in consultation with families, Royal Greenwich Trust School makes referrals to the following outside agencies in order to access specialist advice and support for pupils with SEND:

- Young Greenwich Nurse
- Educational Welfare Officer (EWO)
- ASD Outreach Service - Royal Borough of Greenwich
- Support Team for Education in Primary and Secondary School (STEPS) – Royal Borough of Greenwich
- CAMHS (Child and Adolescent Mental Health Services)
- Greenwich Integrated Neurodevelopmental Team – Specialist assessment service for Children and Young People with difficulties around social skills
- Occupational Therapy
- Young Greenwich Youth Service – Short Breaks

How does Royal Greenwich Trust School support students with SEND during public examinations?

The SENDCo ensures that students on Royal Greenwich Trust School's SEND register complete a series of agreed tests set by the Joint Council for Qualifications to determine if they qualify for additional support (Access

Arrangements) during their public examinations. This support might include additional time, a reader and / or a scribe.

How does Royal Greenwich Trust School support students with medical needs / physical disabilities?

- All students with medical needs will be included on Royal Greenwich Trust School's Medical Alert Handbook created in consultation with the School Nurse, Head of Inclusion / SENDCo and parents. All staff are informed about students on the medical register.
- Medication is administered in the school in agreement with parents and a completed Medical Consent form is signed and on file. All medication administered in the school is recorded on a centralised document.
- Relevant staff have received Epipen training and seizure training.
- There is a significant number of First Aid Trained staff who can be called to administer basic first aid if required.
- Specialist Teacher time is accessed from the Royal Borough of Greenwich Local Education Authority to support students with either visual and / or hearing impairments and their relevant staff.

How accessible is Royal Greenwich Trust School?

We are happy to discuss individual access requirements. Facilities we have at present include;

- Ramp access to academy entrance
- Lift access to all teaching spaces and non-teaching spaces
- Corridors and doors are wide enough to facilitate wheelchair movement and allow access
- A unisex toilet for pupils with physical impairments / in a wheelchair on the ground floor.

How does Royal Greenwich Trust School support the transition of students with SEND from Primary to Secondary?

We believe that a smooth, well organised transition translates into success for all parties. Therefore, in addition to our general transition practice, we put many strategies in place to ensure students with SEND entering Royal Greenwich Trust School are prepared for this change. These strategies include:

- The SENDCo visits any primary school where a student with an EHCP is to meet the student and discuss their needs with the relevant staff members. Where a student is identified as School Support either the SENDCo or another designated member of staff will meet the student and discuss their needs with relevant staff members.
- Students and where possible their parents visit Royal Greenwich Trust School before entry to discuss needs / strategies, in addition to the general Welcome Morning for all students' Parents and general Transition Day.
- Where possible the SENDCO attends Year 6 Annual Review Meetings for those students with an EHCP.
- We send home a pictorial booklet for Year 6 students with relevant photographs of staff, rooms, equipment and so forth to those students whose primary schools have stated they would benefit from this.

How does Royal Greenwich Trust School support the transition of students with SEND from Secondary to Post 16 / Post 18 options?

We pride ourselves on supporting high quality destinations for all our students. To facilitate this, the following strategies are employed:

- During Year 9, 11, 12 and 13 Royal Greenwich Trust School's link local authority Careers Practitioner for students with SEND is invited to attend all Annual Reviews for Students with an EHCP and where possible Year 10 Annual Reviews.
- Where a need is identified a key member of staff supports specific students in completing sixth form / College of Further Education / Apprenticeship / University application forms.

How does Royal Greenwich Trust School address bullying?

Our Equality Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Are students with SEND included in activities outside the classroom such as educational visits?

All students with SEND are eligible and actively encouraged to participate in activities, events and educational visits. Risk assessments are written and procedures are put in place to enable all students the opportunity to fully participate.

What should parents do if they are not satisfied with the provision that has been put in place for their child at Royal Greenwich Trust School?

If parents wish to make a complaint in relation to a young person with SEND, whether they have an EHCP or not, they may raise their concern in the first instance with Ms. Tutty (SENDCo), who will arrange for an informal meeting where all issues can be discussed and, hopefully, resolved.

If parents are not satisfied with the outcome, they may then put their complaint in writing to Royal Greenwich Trust School's Head Teacher, Ms. Longhurst, who may deal with the matter personally or delegate a senior member of staff, to act as Investigating Officer.

If parents remain dissatisfied with the outcome, the complaint can be heard in front of a panel of at least three people, one of whom will be independent of the management and running of Royal Greenwich Trust School.

Support in resolving of disagreements and complaints, regarding provision for students with SEND, is also provided by the Royal Borough of Greenwich Local Education Authority:

https://www.royalgreenwich.gov.uk/info/200280/education_schools_and_nurseries

The Greenwich SEND Information Advice and Guidance Service (SENDIAGS) offer independent support and advice to parents. They can be reached on 0208 921 6921 or email SENDIAGS@royalgreenwich.gov.uk

Full details of disagreement resolution services, mediation, tribunals and making a complaint beyond the local area can be found in the SEND Code of Practice 2015, Section 11 'Resolving disagreements.'