

SEN School Information Report

All Hounslow schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with Special or Additional Educational Needs being met in a mainstream setting wherever possible, where families want this to happen. Reach Academy's SEND Offer is detailed below, and the the Hounslow SEND offer can be accessed here:

<https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

1. How does the school know if children need extra help?

At Reach Academy, we follow a rigorous process to identify students who need extra help. Prior to admission, we consult with the child, their family, and professionals in the child's previous setting to ascertain their educational needs. This is done through home visits to meet the child's family, as well as visits to feeder primary schools and nurseries. The identification of a pupil with SEN is built into our overall approach to monitoring the progress and development of all our pupils.

Once students join us, the Inclusion Team carries out screenings for students who present as having special education needs. Students are selected for screening based on:

- prior data from their previous setting;
- their performance in baseline English and Maths assessments; and
- observations of students by teachers and the SENDCOs.

At Reach Academy, we have a wide Inclusion team, comprising of:

Beck Owen – Headteacher

Georgia Crew – Assistant Headteacher – Designated Safeguarding Lead

Nicky McLachlan – SENDCO for Phases 1 and 2

Aimee Wilcox – SENDCO for Phase 3

Laura Clarke – SENDCO for Phase 4 and 5

Angela Melia – Assistant SENDCO

Andrea Colomb – Assistant SENDCO/ Medical Coordinator

Natasha Kidane – SEND Assistant

Shiza Amir – SEND Assistant

Siobhan Donoghue – Pupil Support Worker

Kay Stone – Family Support Worker

Karen Howard-Norris – Family Support Worker

All of the above can be reached through the main office: 020 8893 1099

2. What should a parent/carer do if they think their child may have special educational needs?

We have a proactive process for identifying students with special educational needs. If parents/carers have any additional concerns, they should contact the school on 020 8893 1099 and share their concerns. This will be brought to the attention of our Inclusion Team, who will follow up with the parent/carer to discuss the matter, and in liaison with the phase specific SENDCO.

3. How will school staff support a child with special educational needs?

Every pupil on the AEN register has a personal profile which outlines the student's specific needs and strategies to effectively support the child, and is shared with all staff who work with the child. The Inclusion Team will support staff to ensure that they implement the strategies appropriately, providing guidance where necessary. The SENDCO will keep the AEN register up to date for pupils and provide feedback to parents on support and provision in school as appropriate.

There are a range of ways that we offer additional support for learning. We provide in-class support through the use of an additional adult, individual or small group work during class time, different curriculum paths, personalised interventions based on specific needs, such as: touch-typing, spelling, phonics work, literacy/maths support, homework, emotional support etc. Specialist equipment may be given to the pupil to use e.g. pen/pencil grips, concentration aids etc.

4. Who will oversee and plan work with parents and children? How often will this happen?

The class or subject teacher, with support from the SENDCO, will remain responsible for working with the student on a daily basis. They will work closely with the Inclusion Team and any other supporting staff to plan and assess the impact of support. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the Inclusion Team will oversee the work.

Phase SENDCOs will join parent consultation meetings each term for pupils with EHCPs to review progress and identify next steps.

5. How will the curriculum and learning environment be matched to a child's needs?

Where possible the curriculum will be tailored around the child's specific needs, with progress in Maths and English being a priority. Where significant differentiation within the curriculum is needed for these subjects, it is likely that the child will be withdrawn for additional intervention usually in a small-group. In most cases additional adults will provide in-class support so that the student can successfully access and engage with the curriculum.

We strive to ensure our learning environments are positive and supportive environments, where pupils' work is shown with pride, and displays are created to support pupils with their learning.

6. What is the school's approach to differentiation and teaching children with SEN?

The school takes a rigorous approach towards differentiation, particularly as we teach in mixed-ability groupings. All teachers use varied teaching-learning approaches in the classroom to enable all students to access the curriculum. Teachers also scaffold learning activities, questions and homework so that students can successfully attempt and complete challenging and high-level work. In addition, teachers regularly assess students to ascertain

their learning levels, and use this data to provide students with specific support/challenge as necessary. We teach in inclusive classrooms, using teaching strategies that benefit all pupils, but especially those with SEN, rather than changing our teaching styles for different groups of pupils.

7. How will the school and parents know how a child is doing?

Data is collected on each child's progress every cycle (12 weeks) within the school, and is shared with parents termly. Additionally, regular phone calls home and meetings will take place in keeping with each child's need. We recognize that parents may want information other than the child's academic levels, for e.g., a student's socio-emotional presentation and/or development, etc. Parents are always welcome to contact school to discuss this. In addition, they can call the school to speak to The Inclusion Team.

8. How will the school support parents to help their child's learning?

We provide support in a way that considers child's needs and the family's strengths. In addition, there are in-person meetings and workshops for parents, to help parents develop the skills they need to support learning at home.

Parents can also come and observe their child in class and work alongside staff allowing them to see strategies and approaches we use, which parent may then replicate at home.

9. When will parents be able to discuss a child's progress?

Parents/carers will be invited into school for meetings with coach (Secondary) and class teachers (Primary) at least three times annually on Parent's Consultation Day. At this meeting, wherever possible, the class teacher or coach will be joined by the SENDCO that works most closely with the child. For parents and carers of children with a statement/EHCP, there will also be one annual review meeting to discuss progress made and a development plan for the year ahead. Some parents/carers will be invited to meet the SENDCOs and other staff at other times where this is considered necessary. In addition, parents and carers are invited to contact school staff with any concerns whenever needed.

10. What support will there be for a child's overall wellbeing and pastoral care?

At Reach a child's overall wellbeing is of paramount importance. We believe that our excellent academic results are a result of the close relationships we have with both children and families, and each aspect of school day is planned to maximise a positive and safe experience. For example, we have a family model of dining where staff and children eat together. Form-time, enrichment, activities and residential trips are designed mindfully for students to form positive and trusting relationships with their peers and with staff.

We invest heavily in relationships with our students and their families. As a result, we find that children/families will report wellbeing concerns to us directly. Given that we are a small school (there are just 60 children in each year group), each and every child is known well by their teachers, and there are designated adults (e.g., form tutors, head of year, SENDCOs) who are responsible for pastoral care and ensuring students' wellbeing. Teachers regularly speak to all students, and observe their interactions, emotions and behaviour. In cases where there is a wellbeing concern, staff will act immediately to address this—the child

would be supported by their form tutor/class teacher, Head of Year, Inclusion Team as appropriate, and referred for additional support if necessary.

11. How are students' medical and social-emotional needs addressed in and out of school?

Medical: The majority of staff members are first aid trained. Staff members are informed of students with specific medical or dietary needs, and medicines can be kept on the school-site for students. Where a child has complex medical or dietary need, parents can expect to create a healthcare plan with the Medical Coordinator. Please see the medical policy for further information.

Social-emotional needs: As outlined in Question 10 above, we have a wide range of strategies to create a safe and positive atmosphere at Reach. In addition we offer the following:

- We offer Place2be to students at Reach. These are regular weekly 50 minute counselling sessions, usually for the duration of one academic year. Students and families can self-refer for Place2Be, and staff can also refer students. As part of the counselling offer, 5 appointments are also available for parents/carers over the period of time the child is being seen.
- Students can self-refer for a 15-minute lunchtime counselling slot with our Place2Be lead.
- Our pupil/family support workers provide individualized support as per students' need, this might include: small group social skills work, one-to-one targeted home-school check-ins to support organization/behaviour at home; support from the family-links parenting program on how families can better meet their child's emotional needs, etc.
- We also refer to the Child Development Team (under 5s) and CAMHS where the child needs more specialist support, and liaise with CAMHS professionals as per each child's needs. We work with other providers inside Hounslow, for e.g. , Targeted Youth Support, Intensive Family Support and the Let's Talk program.

12. What specialist services and expertise are available or accessed by the school?

Reach regularly accesses special services. In addition to Place2be (see above)also access services in the community such as: Hounslow Educational Psychology; Hounslow Speech and Language Therapy; Hounslow Disability Support team; Early Intervention Service; Physiotherapists; CAMHS; Let's Talk; Occupational Therapy and school nurse service.

13. What training will the staff supporting children and young people with SEND have had or receive?

Our SEND training has evolved year on year to best meet the needs of our growing school and our students who present with need. Our Inclusion Team is now a large and critical part of our school, and we have recruited SENDCOs with a wide range of different experience. Where children need specialist support, relevant members of staff will be trained in how best to meet their needs. This might involve liaison with specialist professionals in the local area including NHS and CAMHS staff. It may also include external training such as Read Write Inc. and Talk Boost. Further, professionals who deliver specialist input, e.g. speech and language therapy, occupational therapy or physiotherapy will also come into school to support children. The SENDCOs and School leaders discuss staff training needs each term

and plan appropriate trainings, either based on general need, or specifically designed around one pupil.

14. How will children be included in activities outside the classroom, including school trips?

We aim to include all children who have SEND in all activities outside the classroom and on residential trips. We are able to do this through ensuring higher staff ratios to support students with additional needs. Out of school learning opportunities are planned with students' needs in mind and risk assessments are completed for all children. Children with severe social, emotional and behavioural needs may not be taken on school trips if their level of anxiety/stress means that they cannot successfully undertake the trip. In such cases, alternative education is provided on the school site, with teachers working on project/enterprise based skills with these students during this time.

15. How accessible is the school environment?

In September 2014 we moved into a brand new purpose built school. We have functioning lifts, wide corridors, and classrooms that are accessible for wheelchair users. Floors are arranged in chronological phases, and children only need to move for lessons in specialist areas, reducing the time spent transitioning.

16. How will the school prepare and support a child to join the school?

Transition to Reach Academy is a carefully planned process. We visit every child at home to meet them and their family before they join Reach. The objective of this home visit is to start building a positive relationship with the child and their family, to share our expectations, and to ease any concerns. In addition, we contact the child's previous setting to gather relevant information. We also visit the child in their previous setting and consult with professionals there regarding the child's development.

Children who are starting in nursery, reception or Year 7 in September can expect to have an experience on the school site, usually towards the end of the previous academic year, to prepare them for the year ahead.

In Reception, the child is invited in to school for an hour to join in with other children from their year group and the year above for an opportunity to experience carpet learning and free play. In addition, teachers who will work with the child from September speak to parents and carers, helping them to feel comfortable about the transition to Reach. For pupils with particular needs we will invite them in several times before their first day.

Some children may require a more individualized program and extra support before they join, and we plan this based on the needs of the individual students. Multi-professional meetings may also take place before transition so that the transition can be planned with expert advice.

17. How will the school prepare and support a child to transfer to a new school or the next stage of education or life?

At Reach, we want all our students to be academically successful and lead lives of opportunity and choice. We ensure students have numerous experiences to prepare them for adult life, this includes building their readiness for university, as well as helping students

to become independent and responsible young people. We do this in numerous ways, for e.g. setting high expectations within school for our students, taking them on trips to university, inviting guest speakers into school from a wide-range of professions to share their stories, taking students on residential trips, encouraging enterprise and innovation etc.

18. How are the school's resources allocated and matched to children's' special education needs?

We take care to ensure that resources are allocated and carefully matched to students' needs. Where a child has a EHCP, the resource allocation is done in consultation with the child's family, educational psychologist and any other professionals involved through the annual review process. For other children with need, the SENDCO and school leaders work together to maximise the level of provision we can give for the broadest number of students in the most rigorous and efficient way to maximise their progress and well-being.

19. How is the decision made about the type of support, and how much support a child will receive?

The SENDCO consults with the child, family, class teachers, external professionals and other school staff to be able to determine what the child's needs are and what support they will therefore need. The SENDCO then meets with the school's leaders to agree on the type of support the child will receive. This is then confirmed with the child's parents and carers. The SENDCO reviews each child's individual case each term based on data, staff feedback and observations and adjusts the type of support as required.

20. How are parents involved in the school, and how can they become involved?

We welcome parents and carers into our school wherever it benefits the educational experience of our students. Parents and carers are always welcome to observe their child in classes. We also welcome parent volunteers to support with children's reading, although this would not ordinarily be within the child's year group. We are always working to develop structured opportunities for parents to become involved in school life – for e.g. participating in cultural events and our sports offer.

21. Who can parents contact for further information, or to raise concerns?

If parents/carers have concerns about their child's learning and progress within school, they should contact the class/form teacher in the first instance. They can also contact the Headteacher, Beck Owen, if they feel this is appropriate. Of course, parents may also contact the person who is delivering the child's extra provision, where appropriate.

To make a formal complaint, parents/carers can read the 'Complaints procedure statement' on our website.

To access support services for parents of pupils with SEN in the local area, parents/carers can contact SENDIASS on 020 8583 2607 or SENDIASS@hounslow.gov.uk

22. How does the school listen to pupils' views?

The school values students' views, and believes that they should actively participate in and take responsibility for their learning.

As part of any intervention, professionals (SENDCO, teachers, external specialists etc.) will ask the child for their strengths and weaknesses in order to design an intervention that is valuable to them. Professionals will also ask students for feedback on the effectiveness of the intervention. Where any pupil does not make progress within the lesson, the adult/teacher has a conversation with the child to work out how they could be supported further. Equally where a child is particularly successful, strategies that the pupil reports as effective will be shared with other teachers. Often it will be appropriate for children to attend meetings with their parents/carers and other professionals, and they are regularly invited to do so.

Children know that they can always speak to any member of staff. They also know the designated adults, for e.g., their form tutor/class teacher, Head of Year, SENDCO etc., who are responsible for supporting them in school. In addition, the school actively encourages student voice through a variety of ways, for e.g., student leaders.

23. How do we evaluate the effectiveness of the provision made for pupils with SEN?

To evaluate the provision of intervention we use a mix of quantitative data based on termly assessments, or smaller intervention based assessments, and qualitative 'pupil voice' feedback. As we are a small school, we are able to respond to this data, changing the interventions as required.

23. How do Governors monitor attainment and progress of SEN pupils, ensuring their needs are being met by the school?

The SENDCO reports on pupil progress and SEN provision to governors. The SEN governor also meets with the SENDCO each term to discuss/review the effectiveness of SEN provision within the school.

24. How do pupils gain admissions to specialist units/provision on the school site?

Reach does not have any specialist units on school site. However, at various times within the school schedule we will provide out of class provision, and pupils gain access to this based on their need.

25. How do we provide arrangements for the admission of pupils with disabilities?

All students, regardless of disability, go through the normal admission procedures. The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, including the provision of equipment, materials and facilities. As with other pupils, we would complete home visits and visits to any previous educational setting, as well as inviting the child into school, with their parent/carer so that we could work together with the family to best support the child.

26. What steps are taken to prevent pupils with disabilities from being treated less favourably than other pupils?

Our curriculum, form time, assemblies and work with the wider community in Feltham are all used as a means to encourage staff, pupils and parents to respond positively to the diversity and richness that persons with disabilities bring to our school community.

27. What facilities do we provide to help pupils with disabilities access the school?

The layout of the school supports pupils with disabilities as we have wide corridors, open plan areas, a lift, and few transitions. Teachers move to teach the pupils, so for a lot of the day, pupils stay in the same room. Reach uses its best endeavours to ensure that the environment for work and learning does not limit persons with disabilities from playing a full and meaningful part in every aspect of school life. These circumstances are discussed with parents and children to ensure that there is full collaboration at all times.