

Reach Academy SEN School Information Report

At Reach we do whatever it takes to ensure your child fulfils their potential. This includes children with Special Educational Needs or Disabilities (SEN/D) which we call Additional Educational Needs (AEN).

A child or young person is defined as have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, if they have significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEN Code of practice 2015).

There are broadly four types of SEN, all of which are catered for at Reach. These are:

Communication and Interaction (CI) May include: Speech, language and communication needs (SLCN) Autism (ASD/ASC)	Cognition and Learning (CL) May include: Specific Learning Difficulties (SpLD) synch as Dyslexia, Dyscalculia Moderate Learning Difficulties (MLD) Profound, Multiple and Severe Learning Difficulties Working Memory Difficulties
Sensory/ Physical (SP) May include: Hearing Impairment (HI) Visual Impairment (VI) Multi Sensory Impairment (MSI) Physical Disability (PD)	Social, Emotional, Mental Health (SEMH) May include: Depression Anxiety Attention Deficit Hyperactivity Disorder (ADHD) Eating Disorders

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. 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 Hounslow Local Offer for children with SEND can be accessed [here](#).

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 across all year groups. Before students join us, we consult with the child, their family, and any professionals in the child's previous setting to understand 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 pupils with SEN is built into our overall approach to monitoring the progress and development of all our pupils. The AEN (Additional Educational Needs) team carry out screenings for students who present as having special education needs. Students may be selected for screening based on:

- information from their previous setting
- parent, student or teacher requests, following discussions and observations
- their performance in academic assessments

At Reach Academy, we have an extensive Inclusion team, comprising of:

Georgia Strong – Assistant Headteacher – Designated Safeguarding Lead
Jerome Barlow - Deputy Designated Safeguarding Lead (Attendance)
Cacherel Jules- Deputy Designated Safeguarding Lead (Engagement)
Francesca Williams- Assistant Headteacher - Secondary SENDCo
Scarlett Cowell - Primary SENDCo
Aimee Wilcox - Early Years SENDCo (Nursery & Reception)
Natasha Kidane- Speech and Language Therapist
Natalie Smith -Lead Teaching Assistant Early Years (Nursery & Reception)
Angela Melia - SEND Administrator (first point of contact) 02088931099
Andrea Colomb – Medical Coordinator
Kay Stone – Family Support Worker

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

We have a robust process for identifying students with AEN. However, if parents/carers have any additional concerns, they should contact the school on 020 8893 1099 (update number). The relevant SENDCo for your child/children's phase of education will then contact you to discuss this further.

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

At Reach, we pride ourselves on inclusive practice. We support all staff in consistently delivering 'quality first teaching'. We know that best practice for young people with AEN is best practice for all. We ensure AEN students are appropriately challenged and follow a

broad and aspirational curriculum. All teachers think carefully about scaffolding lessons to ensure they are accessible. Staff receive frequent training and teachers and teaching assistants plan together regularly to support our AEN students.

Where students are identified as having specific needs they will be added to the AEN register and this will be communicated to parents and carers. Every pupil on the AEN register has a personal profile which outlines the student's specific needs; strategies to effectively support the child; interventions the child is receiving; and the child's views. These are shared with all staff who support the child, to ensure strategies are implemented and reviewed regularly, within an 'assess, plan, do, review' model. The Inclusion Team and SLT 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.

In addition to 'quality first teaching', there are a range of ways that we offer additional support for learning. Support is allocated based on the assessment of students' needs and in line with our statutory obligations. All our support programmes are evidence based and impact is evaluated in a timely manner and reviewed accordingly. We provide support through the use of additional adults; individual and small group evidence based interventions; access arrangements; and expert support e.g. counselling; speech and language therapy; occupational therapy; and specialist dyslexia teaching.

4. How does the school involve others, including families and specialist services?

We provide support in a way that considers the child's needs within the family context. This includes meetings and workshops for parents/ carers, to help them develop the skills they need to support learning at home. 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 and work alongside staff, subject to Covid guidance. This can allow them to see strategies and approaches we use, which parents may then replicate at home. We also welcome parent volunteers to support with childrens' 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.

Data is collected on each child's progress every half-term and is used to inform the 'assess, plan,do, review' model, to refine the intervention provided. Parents/carers will be invited into school for meetings with SENDCos at least three times a year to review student's provision.

For parents/ carers of children with an EHCP, there will also be one annual review meeting with the Phase SENDCo to discuss progress made and to make a plan for the year ahead.

Additionally, regular phone calls home and meetings will take place in keeping with each child's need/s.

Reach regularly accesses special services. In addition to the Reach Children's Hub and Place2be we 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 the school nurse service. We work in a joined up way with these services. When appropriate they may be invited to meetings to share their expertise.

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

At Reach, teachers expertly scaffold their lessons to ensure all SEND students can access the curriculum, whilst maintaining a high level of challenge. Where significant scaffolding 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. Where students struggle with a particular concept or area, where possible they are taught in a small group with a subject specialist, simultaneously to the rest of the class, to accelerate their progress. We strive to ensure our learning environments are positive and supportive environments.

6. What support will there be for a child's well being and emotional needs?

At Reach a child's overall well being 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 the 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 well being 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' well being. Teachers regularly speak to all students, and observe their interactions, emotions and behaviour. In cases where there is a well being 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.

We offer the following:

- Place2be 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, appointments are also available for parents/carers over the period of time the child is being seen;

- Our pupil/family support workers provide individualised support as per students' need, this might include: small group social skills work, one-to-one targeted home-school check-ins to support organisation/behaviour at home; support from the family-links parenting program on how families can better meet their child's emotional needs, etc;
- For EYFS, we refer to the Child Development Team (under 5s);
- For older children we refer to 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, the Let's Talk program, Tier 2 CAMHS EMHP programme; and
- For children from EYFS to 6th form we offer extended support via the Reach hub.

7. How are students' medical needs addressed in and out of school?

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 needs, together with the Medical Coordinator, parents/ carers will create a healthcare plan and if necessary a risk assessment. The appropriate training will be put in place to ensure these needs are met. Please see the medical policy for further information.

8. How are students' communication, learning and literacy needs met in the school?

We have an ambitious curriculum that provides high levels of challenge for every student. To ensure all students are supported to access this, we keep abreast of research and invest heavily in the continuous improvement of the quality of our teaching.

Where students need additional support, beyond that which they received in the classroom, we offer a range of targeted, evidenced based interventions, for example the Fresh Start Phonics programme or Speech and Language Therapy.

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

Our AEN 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 a critical part of our school, and we have recruited SENDCos with a wide range of experience and expertise, including

those who are studying for or have completed the NASENDCo qualification. 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, including NHS and CAMHS staff or external training such as Read, Write Inc. We also have a range of professionals with specialist qualifications, e.g. speech and language therapy, occupational therapy or physiotherapy, who come into school to support children.

The SENDCos and Senior Leadership Team discuss staff training needs each term and plan appropriate training sessions, either based on general need, or specifically designed around one pupil.

10. 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.

11. How accessible is the school environment?

In September 2014 we moved into a brand new purpose built school. We have functioning lifts, wide corridors, open plan areas and classrooms that are accessible for wheelchair users. Teachers move to teach the pupils, so for a lot of the day, pupils stay in the same room. Floors are arranged in chronological phases, and children predominantly only need to move for lessons in specialist areas, reducing the time spent transitioning.

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.

12. 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 or reception 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 into school for an hour to join in with other children from their year group 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.

We know that transitions can be a difficult time for young people with AEN. Where children are joining us from a new setting we provide a range of transition support including a Summer School. For pupils with particular needs we will invite them in several times before their first day. Some children may require a more individualised 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.

13. 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 and residentials, inviting guest speakers into school from a wide-range of professions to share their stories and workshops that encourage enterprise and innovation. Students also receive comprehensive careers guidance and wrap around career support from the Reach Children's Hub.

When a young person leaves us we will pass on any relevant information to their new setting.

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

We take care to ensure that resources are allocated appropriately, matching programmes and expertise to students' needs.

15. 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 SENDCo via the SEND administrator in the first instance. Of course, parents may also contact the person who is delivering the child's extra provision, where appropriate. If parents have any concerns following this communication they should contact Fran Williams, Assistant Headteacher via the SEND administrator (angela.melia@reachacademy.org.uk).

To make a formal complaint, parents/carers can read the 'Complaints policy' 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

16. 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 (SENDCos, 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.

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

We follow an 'assess, plan, do, review' model which means we are continually evaluating the effectiveness of this provision for students. We use a mix of quantitative data- based on termly assessments, or smaller intervention based assessments- and qualitative data- drawing on professional observations and 'pupil voice' feedback. We respond to this data, changing the interventions as required.

Our ambition is that AEN students will be educated in the mainstream as much as possible, so we seek to keep intervention as light as possible.

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

The Headteachers report on pupil progress and SEN provision to governors via data reports three times a year. The governors undertake regular visits to the school to focus on the school priorities. Our SEN Trustee is David Dowding.

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

Reach does not have any specialist units on the 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.

20. 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.

21. 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.