



Reading School, SEND Information Report

Introduction:

This information report is aimed to help parents understand what provision we provide for students with additional needs at Reading School.

Reading School is a selective day and boarding school. At Reading School, all students are valued equally and we are committed to developing the best in everyone through our ethos of Excellence, Leadership and Integrity. All students have access to a broad and balanced curriculum, which is differentiated to meet individual needs. Reading School is committed to equal opportunities and although we select on academic ability we recognise and support additional needs. We aim to support all students to achieve to the best of their ability in addition to supporting social and emotional development, so that students are happy, confident and ready to embark on the next stage of life. This document explains in more detail the structure of support laid out in the Special Educational Needs and Disability Policy.

Students of all ages and all abilities will:

- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond Reading School.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

There is a glossary of terms in Appendix 2



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Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made in school	<i>What kinds of SEND students do you have in your school have?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (Special Educational Needs and Disability Regulations 2014).</p> <p>Reading School is a selective school, so although students are high attaining, we still recognise that students may have significant additional needs.</p> <p>Reading School supports students with a range of difficulties under the categories: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties, as defined in the SEN Code of Practice.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs	<i>How do you know if a student needs extra help?</i>	<p>When a student first joins Reading School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers, primary school teachers, end of key stage 2 levels, base line testing, application and transition form information, subject teachers, and external agencies.</p> <p>All teachers Our closely monitor the progress and attainment of all students, including those who have or may have SEND (subject teachers, tutors, Heads of Department, Heads of House, SENCO and SLT). The continuous monitoring of students and data collection will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, Heads of House, outside agencies, parents/carers, or the students themselves.</p>



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		<p>If a student needs to be assessed we would use a range of tools depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model set out in the SEN Code of Practice. The triggers for intervention could be the teacher's, or others', concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress academically, socially or emotionally.</p> <p>All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student activities. Targeted interventions are planned and delivered where appropriate. This may include some individual work or participating in key activities, such as Sensory Circuits and Breakfast Club.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis. Teachers formally assess and review progress and attainment 3 times a year (for years 7 to 11 and twice a year for years 12 and 13) which is communicated to parents/carers via the Parent Portal, with the longer report also being sent home.</p> <p>Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan (EHCP) have an Annual Review (see link to local authority SEN in section 11 for further information). SEND students will have their single-page profiles updated at least once a year and shared with parents for their input. SEND students requiring additional support to quality first teaching within the classroom (wave 1) will be placed at wave 2 or 3 and therefore will usually have targets to accompany their single-page profile, which will be regularly reviewed.</p>



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		<p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will upload reports which will show your child's current and target levels as well as reporting on their punctuation, homework, organisation and behaviour for years 7 to 11 and motivation, engagement and focus, reflection and resilience and independent study for years 12 and 13. Heads of Department, tutors and Heads of House will monitor and review your child's levels and pick up on any subjects where your child is not making the expected progress. We will then put an intervention in place. At the next reporting time we will check whether the expected progress has been made. We also feedback to the Governing Body, who annually review the progress of departments in the school and receive an annual presentation from the SENCO about general progress, developments and challenges relating to SEND.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual tutors. Single-page profiles are reviewed at least annually with students, and their outcomes are communicated with parents. Students with Statements or EHCPs have regular review meetings to set and review targets and have a formal review once a year.</p> <p>The school provides information for parents through newsletters; the school website and VLE; Parents Evenings and letters home. Curriculum Guides, outlining curriculum topics are published on the VLE for parents to access.</p>



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<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help students with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers are informed about students' individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies or adaptation of resources and activities, which will help students access the lessons fully. These adaptations are monitored at review meetings.</p> <p>Within school there are a variety of staff roles to help us fully support a student (such as the SENCO, LSA/ELSA, Literacy Consultant, school counsellor). We also have input from outside agencies e.g. the CATeam and Educational Psychologists. Where appropriate a student may be offered additional help including clinics and mentoring.</p> <p>When a student is approaching external exams, if appropriate, we will apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs. This may include option choices, additional literacy, intervention groups and the number of qualifications studied.</p> <p>We do our best to make Reading School welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff. Where different facilities are needed to help SEND students, we ensure that we make reasonable adjustments throughout our school, including rooming lessons on the ground floor; provision of disabled toilets and ramps; and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p>



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<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of ways to support students and address additional needs they may have, including those with SEND. This support includes Learning Support Assistant (with Emotional Learning Support training), School Counsellor, Literacy Consultant, SENCO, external agencies (educational psychologist, family worker, primary mental health worker), provision of a dedicated room for students to go at break/lunch or during lessons, technological aids.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. An LSA is allocated, where resources allow, to support students in and outside of lessons; staff liaise closely with them to ensure maximum effectiveness. LSAs have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCPs will have targets and strategies set by the SENCO. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The implementation of support is based on evidence of need and impact. This model is also used to support SEND students without a Statement/EHCP, using the single-page profile. Although more formal reviews occur annually, interim meetings and target-setting take place throughout the year when there is a need to alter and review support.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special</p>	<p><i>What social and extra-curricular activities are available for students with SEND?</i></p> <p><i>How can my child and I find out</i></p>	<p>A large range of academic and hobby/interest clubs are available at Reading School. There are open to all students, including students with SEND. Such activities include, sport, music, chess, Warhammer</p> <p>Additionally we run a range of activities to support SEND students including lunch and breaktime in L5, Sensory Circuits, Breakfast Club, Resilience Workshop, Homework Support, cinema trips.</p>



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<p>educational needs</p>	<p><i>about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>We also run revision skills sessions for older students as and when required. The Extra-Curricular timetable is available on the school's website and printed in the school calendar. Some SEND Clubs are by invitation only, although all students are welcome in L5 at lunch and break.</p> <p>All children in the school are encouraged to take part in extra activities, especially House events. Day and residential trips are open to all students and your son's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>We pride ourselves on providing a high level of student support and guidance, evident in our strong pastoral system. One way we support our students is by assigning them to a form tutor who will generally remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and student. Year 7 tutors are the Head of House, which enables them to get to know all the students in their House.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: SENCO; School Counsellor; School Nurse; Emotional Learning Support Assistant; Chaplain; Child Protection Officer. We also have excellent relationships with a number of external agencies, for example, our educational psychologist and primary mental health workers.</p> <p>The school's PSHE programme covers a wide range of topics to inform students to support their general and emotional development. Peer support is high and students are generally very supportive of one another's individual needs. The school ensures that it regularly advertises available support, through the VLE, booklets given out at parents' evenings, posters, information cards etc.</p>



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<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how Reading School supports students with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>Contact the school's SENCO: senco@reading-school.co.uk</p> <p>0118 901 5600</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had?</i></p>	<p>This is provided to all staff, including teachers and LSAs via both on going and ad hoc training, as the need arises. Staff who are new to the school follow an induction programme which includes training and information on SEN. Our LSA has emotional and social support training, and our school counsellor has been trained through a local counselling agency.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. And as an academy we are able to employ more bespoke support services and achieve greater consistency of support.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services, such as the Sensory Consortium which support hearing impaired (HI) and visually impaired (VI) students. These services are contacted when necessary and appropriate, according to your son's needs. We look to provide necessary equipment, such as technological aids, suitable for an individual's needs. If you believe your son needs specialist equipment or other facilities please contact the school's SENCO.</p>



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<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your son by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ▪ Helping them to be organised for their day (including bringing the right equipment and books) ▪ Full attendance and good punctuality ▪ Completion of homework ▪ Checking and signing of the Student Handbook (planner) ▪ Attending parents evenings ▪ Attending meetings specifically arranged for your child ▪ Encouraging your child to participate in support activities <p>We will support you by having regular communication and particularly through your son's single-page profile, which once discussed with your son will be emailed to you for your comments. The school's VLE has Curriculum Plans and information on learning support, such as study skills.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his own learning and decisions made about his education?</i></p>	<p>Students regularly evaluate their work in lessons; attend review meetings to contribute to target setting and reflect on their learning and achievements. They are encouraged to attend subject clinics and participate in mentoring schemes. All students with a single-page profile will meet with the SEN Department to review progress and targets at least once a year. Students are also encouraged to take part in the School Council, which reflects students' views of the school.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the</p>	<p><i>Who can I contact for further information?</i></p>	<p>In the first instance contact your son's tutor who will address concerns. If necessary, they may refer your concerns to a more senior member of staff, including the SENCO. The school's complaints procedure is available on the school's website.</p>



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<p>treatment of complaints from parents of students with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact if I have a complaint?</i></p>	
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including the Children’s Action Team (family worker, primary mental health worker) Child and Adolescent Mental Health Service (CAMHS), School Nurse Service, Adviza, The Sensory Consortium. These services are contacted when necessary and appropriate, according to your child’s needs. Within school we have a counsellor, two educational psychologists and a Careers’ Consultant.</p> <p>If you believe your child needs support from a specialist please contact the school’s SENCO.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Parent Partnership Reading http://www.parentpartnership-reading.org/</p> <p>Reading Borough Council Special Educational Needs and Disability http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</p> <p>CAMHS (Berkshire) http://www.berkshirehealthcare.nhs.uk/camhs/</p> <p>The Berkshire Autistic Society</p>



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		<p>http://www.autismberkshire.org.uk/default.aspx</p> <p>Young Minds http://www.youngminds.org.uk/</p> <p>NHS Choices http://www.nhs.uk/Pages/HomePage.aspx</p> <p>British Dyslexia Association http://www.bdadyslexia.org.uk/parent</p> <p>Dyspraxia foundation http://www.dyspraxiafoundation.org.uk/about-dyspraxia/reading-spelling/</p> <p>If you live outside of Reading Borough you should contact your local services.</p>
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	<i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.</p> <p>When a student transfers to a new school, we will provide the appropriate information when asked.</p> <p>All children receive advice on careers. If additional support is needed this will be put in place. We work closely with Adviza to ensure relevant paperwork is completed for students with Statements/EHCPs.</p>
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my</i>	<p>Reading Borough Council's Local Offer information: http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</p>



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	<i>child?</i>	
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Appendix 1

Key Staff:

Headteacher Mr Robson

SENCO Miss Rogers

School Governor with responsibility for SEND Dr Bowen

Deputy Headteacher and Head of Sixth Form Mr Evans

Assistant Headteachers:

Key Stage 3 and 4 and Child Protection Officer Miss Capon

Staff development Mrs Harden

Educational Psychologist Mrs Sander

School Counsellor Mr Griffiths

LSA (ELSA) Mrs Gwyther

LSA Miss Percival

School Nurse Mrs Goulding

Careers' Consultant Mrs Desai

January 2017



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Appendix 2

Glossary of abbreviations:

CAMHS Child and Adolescent Mental Health Service (NHS)

CATeam Children's Action Team (local authority)

EHCP Educational Health Care Plan

ELSA Emotional Learning Support Assistant

LSA Learning Support Assistant

L5 SEN Department base and support room

PSHE Personal Social and Health Education

SEN Special educational needs

SEND Special educational needs and disability

SENCO Special Educational needs co-ordinator

SLT Senior Leadership Team

VLE Visual Learning Environment (Sharepoint/Frog)