SEND Information Report October 2022

The SEND Information Report is a summary of how Reigate Valley College identifies, assesses and makes provision for pupils with SEND. This report is written in conjunction with the schools SEND Policy on the IET website with a link to Surrey Local Offer on the IET website site and at the end of this report.

What kinds of special educational needs are provided for within Reigate Valley College?

Reigate Valley College (RVC) is a Pupil Referral Unit. We are committed to offering an inclusive curriculum to ensure the best possible progression for all our pupils regardless of their ability, ethnic or national origin, sexual orientation, disability, culture, religion or gender. Inclusion and Equal Opportunities are therefore strong features within this and we seek to remove potential barriers to both learning and participation. This involves providing every pupil with a safe and caring learning environment, in which they can develop to their full potential – whatever their individual needs.

The four 'areas of need' defined in the SEND Code of Practice (2014) are:

- Communication and Interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties (SLCN) etc
- Cognition and Learning, for example, General and Moderate or Severe Learning Difficulties (MLD/SLD) Specific Learning Difficulties (SpLD) eg. Dyslexia, Developmental Language Disorder (DLD), Developmental Coordination Disorder (DCD) etc.
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety Disorders, Attachment Disorders etc.
- Sensory and/or Physical needs, for example, Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy etc.

All staff are keen to further develop their understanding of how to support children with SEND and work closely with outside agencies and key staff to ensure our setting is inclusive.

What policies are in place for identifying learners with SEND and assessing their needs? Who is the SENDCo and how can I contact them?

The school has a SEND policy which can be found on the IET website.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance contact the Deputy Head of Centre or SENDCo. They will request an update from the relevant staff and parents/carers will be informed of the outcome and next steps.

Reigate Valley College's SENDCo can be contacted by telephone: 01737 249079, or e-mail: senco.rvc@ietmat.co.uk .

The progress of all learners is monitored regularly by teaching staff, the SENDCo and the Senior Leadership Team so that when a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. Progress is also discussed regularly regarding pupil behaviour, personal and social goals, and achievements. Staff consult the SENDCo and raise concerns promptly and these are subsequently addressed and monitored.

Reigate Valley College adopts a cycle of:

- Assess
- Plan
- Do
- Review

During this cycle, the school evaluates the progress and attainment of learners and puts the relevant support in place using a graduated approach.

The decision as to the level of support provided is made following an assessment of the pupil's needs. We adopt a graduated approach to meeting needs with adjustments being made within the classroom in the first instance.

What arrangements are in place for consulting parents of children with SEND and involving them in their child's education?

Parents/carers will be provided with ongoing interim and full reports of progress. Should parents wish, meetings can be arranged at the school to discuss the support that the school is providing and how they can help their child at home.

Parents/carers are involved in all decisions made regarding their child such as reintegration to mainstream school, post 16 choices and involvement of outside agencies. Communication will happen through the pupil mentors, the SENDCo or the Deputy / Head of Centre. Parents/carers are encouraged to engage in dialogue through email or telephone with staff who deal with their children.

What arrangements are in place for consulting young people with SEND and involving them in their education?

The SENDCo and Head//Deputy Heads of Centre liaise with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the pupil. Pupil's will be consulted so that their views are taken on board when final decisions are made.

Pupils have Inclusion Support Plans (ISP) / One Page Profiles written during their time at RVC. These are produced with learners/staff, with the views of the pupil taken into account, and are shared with teaching staff.

ISPs are updated to reflect current needs and to include new information where relevant.

Pupils targets are set termly and their progress towards these is tracked.

Pupils are spoken to and their views sought as to how they are progressing and what difficulties they feel they are encountering within the learning environment

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

Upon entering Reigate Valley College, baseline assessments are completed according to the age of the pupil and the information shared by previous schools. These include: APP (Assessing Pupil Progress) CATs (Cognitive Ability Tests) for Secondary pupils, Rising Stars - Marks (New Puma, New Pira and GAPS for reading , maths and SPAG for Primary pupils), Behaviour Personal & Social Development (BPSD) questionnaires for all pupils, SNAP (Special Needs Assessment Profile) for Intervention pupils at KS1,2&3, and B-Squared pupil tracking at Primary.

We have rigorous monitoring in place that tracks the progress our learners make. In particular the skills that have prevented them accessing learning are monitored by half termly BPSD assessments, completed by teacher and mentor collaboratively. Subject teachers assess and monitor pupils in class in reading, writing, maths and subject specific content throughout the year. When a pupil is not making expected progress in a particular area of learning, the college identifies any additional support required. This will then be discussed with parents/carers and, where appropriate, the pupil concerned.
Our staff are not only vigilant at raising any concerns but also addressing them. We use data and other forms of assessment to identify specific barriers to learning and celebrate achievement.

Pupil targets are set in conjunction with staff, parents and students in order that they reflect their current needs and objectives. Progress is monitored towards these and they are then reviewed, and new targets set. The target setting and review process is pupil centred and their involvement in identifying individualised targets is actively encouraged and supported by staff.

What are the arrangements for supporting learners in moving between phases of education and in preparing for adulthood?

We have a robust Induction programme in place for welcoming new pupils to our setting.

Our systems record which aspects of our environment help a child learn and this information is passed on in transition. We take extensive observational notes as a staff and these are a key part of the pupil's transition. Identification within the SEND areas of need where support is required, and suggested outcomes for SEND paperwork are included along with the tried and tested strategies for learning behaviour.

We have, and continue to develop good relationships with primary and secondary partners as well as the main educational establishments that our pupils move on to. We provide additional transition support for those pupils identified as vulnerable.

Our Student and Family Engagement Team (SAFE) at KS4 liaise closely with Work Experience providers, potential future employers, local colleges and apprenticeship schemes.

Our SENDCo organises meetings for parents/pupils regarding SEND Support Arrangements and Education & Health Care Plans (EHCP), and ensures that new settings are fully aware and have copies of relevant documentation.

What is the approach to teaching children and young people with SEND?

We adopt a graduated approach to meeting the needs of the learners, the first wave of support is through quality first teaching within the classroom. Teaching staff make reasonable adjustments to their practices in order to support learners in the classroom. Staff differentiate approaches and resources to further support pupils to engage with their learning. Class sizes are small and teachers are well informed and well trained in meeting the needs of a diverse range of pupils.

We take a holistic approach to supporting learners and have a dedicated Student and Family Engagement Team (SAFE) who can address wider issues that may impact on how learners are engaging within the classroom setting.

Lead teachers, responsible for Teaching and learning, work alongside the SENDCo to ensure that staff are supported in understanding the needs of

pupils and how to adapt and teach to their needs. Staff use a range of teaching approaches to engage and support learning.

How are adaptations made to the curriculum and the learning environment for learners with SEND?

We have a variety of interventions in place which will be used when we identify children in need of these interventions that are in a position to access them at that time. The intervention programmes are monitored and evaluated to assess the impact. These can range from external packages that adapt to the needs of the student as they progress through (eg. LEXIA, Precision Teaching, Draw and Talk) to tailored interventions developed in conjunction with subject teachers.

All teachers are provided with information on the needs of individual learners so they can plan the learning within our curriculum, to ensure that all learners are able to make progress.

Reports from outside agencies, which provide specialist information on individual learners, are available to all teachers. This is to ensure they can plan the learning within the curriculum in line with individual pupil need.

We have an Accessibility Plan in place and as such we consider our environment to be fully accessible particularly as we are on one level. Further details are available on the IET website.

Our policy and practice is compliant with The Equality Act 2010.

We are vigilant about making reasonable adjustments, where possible and where necessary.

When required and where possible, translators are asked to attend meetings.

Parents/carers who have learning needs/disabilities are given information in a discreet supportive way. We make every effort to ensure all information offered to parents/carers is understood.

What expertise and training do staff have in order to support learners with SEND? How does the school involve specialists in staff training and student support?

Our SENDCo holds the National Award for SEND Coordination and attends appropriate courses and conferences to keep abreast of changes within SEND.

Key staff receive appropriate training to support students with medical needs e.g. epilepsy, asthma, adrenaline auto-injector pens such as Epipen's etc.

Staff are offered a variety of training opportunities as part of an extensive INSET and weekly CPD programme for Autism (ASC), behaviour management, PRICE, first aid, safeguarding, monitoring and assessment systems, Trauma informed practice and Sensory Needs. Outside agencies such as MINDWORKS, Reaching Out service, SALT and EP's offer training when possible and when relevant.

What process does the school go through in evaluating the effectiveness of the provision made for learners with SEND?

We ensure that resources and interventions to support the pupil's learning are available and within an allocated budget.

We review the needs of the learner within the school and endeavour to put in place provisions in order to be able to cater for these needs.

The SLT carry out Learning Walks which include reviewing how provision is delivered.

Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan.

Some of the funding the school receives may go towards staff training so that in-house provision is more targeted at the needs of the current cohort of pupils.

Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention and the progress the pupils' make.

Regular monitoring that Behaviour, Personal and Social Development progress and Academic progress is being made; external examinations are being sought and achieved; and access to future destinations is being secured.

How are learners with SEND enabled to engage in activities available with other learners in the school who do not have SEND?

Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

All pupils are involved in all aspects of school life with adaptations made in terms of group dynamics and staffing and risk assessments completed accordingly.

What support is there for improving emotional and social development? Is there extra pastoral support arrangements for listening to the views of learners? What is the school's approach to prevent bullying?

All of our staff provide a high standard of pastoral support.

Relevant staff are trained to support specific medical needs and designated staff receive regular training in first aid.

We have a 'Supporting Pupils with Medical Conditions' policy in place and staff administer medicines in agreement with parents.

Our 'Behaviour Policy', which includes guidance on expectations, rewards and sanctions is fully understood and adhered to by all staff.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Students have the opportunity to voice their opinions through PSHE/Citizenship lessons, Emotional Literacy sessions, personal 1:1's, college questionnaires etc., conversations with staff around school. Where appropriate, concerns are shared with relevant staff and confidentiality is respected at all times.

How does the school involve other bodies, such as health and social care, the local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families?

We have a number of established relationships with professionals in health, social care and other outside agencies

We work hard and have had great success in fostering close relationships with outside agencies such as Mindworks, social workers, Surrey SEND, local Educational Psychologists, relevant support and charity groups e.g. The Hope Service, Lucy Rayner Foundation, Surrey Youth Counseling etc.

All external partners we work with are vetted in terms of safeguarding.

Further information and support can be obtained from the school's SENDCo, by telephone on 01737 249079 or via email at senco.rvc@ietmat.co.uk

How are the setting's resources allocated and matched to children's/ young people's special educational needs?

Budgets are closely monitored and aligned to the school improvement plan. Students with an EHCP receive additional support as specified. Health and safety assessments are made regularly by appointed members of the SLT. Our finances are monitored closely by the school Business Manager, CEO, Director of Education and Head/Deputy Head of Centre. Please see the Accessibility statement on the IET website.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

In the first instance, parents/carers are encouraged to talk to their child's key worker or Deputy Head of Centre.

Further information and support can be obtained from the school's SENDCo, by telephone 01737 249079 or via email at senco.rvc@ietmat.co.uk

Where can the LA's local offer be found? How have we contributed to it?

This SEND Information Report forms part of the SEND information as outlined in the Local Offer.

More information and support is available from Surrey, including the services and support that are available beyond the school (the 'Local Offer'). The Surrey Authority's Local Offer can be found at https://www.surreylocaloffer.org.uk/

Surrey SEND Information, Advice & Support Service is a confidential, impartial and independent information, advice and support to young people and parents/carers of children with special educational needs and or a disability (SEND) at all stages of their or their child's school life, from 0-25 years. www.sendadvicesurrey.org.uk

Tel: 01737 737300
Email: SENDAadvice@surreycc.gov.uk

Support Services available to parents and carers

Useful links to support services can be found on the iet website

- Surrey School Term dates
- New Surrey Safeguarding Children Arrangements Sept 2019
- CEOP (News and articles surrounding internet safety.)

- Think You Know (Great advice to keep children safe whilst using the internet.)
- Parent Info (Expert information to help children and young people stay safe online.)
- UK Safer Internet Centre (E-safety tips, advice and resources.)
- NSPCC Online Safety (Helpful advice and tools you can use to help keep your child safe whenever and wherever they go online.) ● Childnet International (Parents and Carers information to keep your child safe online.)
- Action for Children (Action for Children supports and speaks for the UK's most vulnerable and neglected children and young people.)
- BBC Bitesize (Fun activities to help children at learn more key subjects.) ● Department for Education (Articles and advice for children and young people.)
- Surrey County Council (School closures)
- British Dyslexia Association
- National Autistic Society