



Richard Lander School SEND provision offer Universal, Targeted and Specialist within the Mainstream Sept 2021

Every child at Richard Lander School is special and should experience success and reward wherever possible. Each individual should be given the opportunity to grow in confidence and to achieve their potential. There can be barriers to learning for any child, at any time, or of course such barriers can be on-going.

Within this broad framework it is important that we support those students who, for whatever reason, are not able to access the curriculum or who may have emotional or social issues, so that their needs are met and they are able to thrive.

Our Special Educational Needs and Disabilities (SEND) work means that students with any such need can be properly identified, supported and their progress and welfare monitored. Students are very much involved in this process as well as their parents. We also have effective communication with our primary partner schools, to ensure a positive and successful transition as students enter the secondary school phase.

Further details of the school's SEND provision can be found on our website www.richardlander.co.uk <http://www.richardlander.co.uk/curriculum/send> including our full SEND School offer / Information report, SEND policy and Accessibility plan.

At Richard Lander we use the graduated response and follow the 'Assess, Plan, Do, Review' (APDR) cycle with our SEND students who are also part of our RON (Record of Need)

The graduated response starts at a whole school level with Universal Provision (Wave 1) with Quality First Teaching as the basis of inclusive teaching for all learners. Targeted provision or SEN Support (SENS) (Wave 2) is put in place where students may have more additional needs, needs that require intervention or external agency support. Specialist provision (Wave 3), is implemented where a statutory assessment may be required and an Education Health and Care plan could be issued; students within this wave require a higher level of intervention and support from both home, school and external agencies.

We use the LA guidance to inform our practice and evidence the APDR cycle via a one-page profile we like to call a Learning Passport. Please see an example template in the **appendices**. Learning Passports are created in addition to EHCP Annual Reviews and standard in house statutory reporting systems, such as an annual school report.

As part of the APDR cycle we offer a range of different support packages, interventions and approaches based on, and suited to, individual need. Our support is tailored where necessary and uses the main categories of need and associated best practice to support the need, as described within the SEND Code of Practice and the graduated response in mainstream schools. <https://www.cornwall.gov.uk/media/ion150iw/supporting-children-and-young-people-with-special-educational-needs-the-graduated-response-in-mainstream-schools.pdf>

SEND Code of Practice, p18

The broad areas of need described in the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and /or Physical

** Pupils may have needs in more than one area.

RLS Mainstream SEND provision offer

****Please note not all students will need access to all of the listed provision within each category. Listed provision is based on what could be available for all categories of need as listed within the SEND COP. This provision offer was devised before the COVID-19 global pandemic and therefore adjustments to provision may have to be made at this time, especially regards transition arrangements due to enforced social distancing measures currently operating within the UK.**

Mainstream Provision:

The purpose of our mainstream provision is to educate students academically and socially, with the aim of all students making age appropriate progress. The provision we provide for students with SEND is based around support to access a mainstream curriculum and timetable. Reasonable adjustments and adaptations can be provided as part of the APDR (Assess, Plan, Do and Review cycle) where possible and practicable, however, the main aim of these adaptations are to ensure that all students are supported to access their mainstream entitlement. Students who are not making academic age related expectation (ARE) or who need extra support pastorally or socially can access a range of time limited interventions as a boost alongside their timetable. Our current curriculum offer ensures that students access 25 hrs a week in the following subjects.

English
Maths
Science
History
Geography
MFL
ICT
Art
Drama
Music
P.E
R.E
P.D

Certain students can be extracted from certain lessons / subjects for time limited periods to participate in an intervention session, this is reviewed each half term and revised according to progress made.

In addition to these time limited interventions, we can provide a space for students to be supported in times of need, however this is again time limited as our main expectation and provision consists of students being taught by specialist teachers within the classroom.

For students who have an EHCP, we work to meet the objectives set within their plans and liaise with parents and professional partners to ensure success. At this point enhanced adjustments can be put into place such as access to the EP, or ASD team for example. Once again, these are time limited interventions that support the student to be able to fully access and thrive within the mainstream educational entitlement. Due to this we do not support, long term, individually bespoke curriculum packages that are not aimed at transition back into regular mainstream provision. The Teaching Assistants who support in the mainstream have completed various SEND training and are responsible for various individual elements of support, such as Dyslexia screening, social skills support etc. however they do not have qualified subject specialisms within SEND, unlike our Teachers and Teaching Assistants within our ARB provision.

RLS Universal offer for students with SEND in the mainstream:

- SENDCo part of year 5 / 6 Annual Review if EHCP student.
- Liaison with year 6 SENDCo and SEN Transfer of Need profile received from year 6 School.
- Placement on RLS Record of Need, all teaching staff to the student therefore aware of need.
- Parents written to and informed child has transferred from Yr6 RON to RLS RON, introduction to SENDCo and offer to meet before start of term if required.
- Access to the LRSC: Learning Resource Support Centre, before tutor time, break and lunchtime. A quiet study space with a variety of books, bean bags and seating areas for students to access away from the mainstream of the school.

- Pre September start parent information evening (COVID restrictions allowing) with introductions to key staff including pastoral HOY.
- Broad and balanced curriculum offer, all students able to study all subject areas.
- Class sizes under 30 students where at all possible.
- Access to specialist teaching rooms, staff and facilities.
- School environment is positive, inclusive and supportive with a range of resources to support learners.
- An appropriately differentiated curriculum to take account of individual needs. A range of teaching approaches used.
- Access to a range of teaching resources such as access to ICT, task management boards, writing frames, key words etc.
- Access to appropriate tools and equipment including Dyslexia friendly resources as required including coloured papers and overlays.
- Classroom and whole school environment modifications to take account of learning needs.
- Use of peer support systems across the school via the vertical tutoring programme, buddy system.
- Classroom seating and grouping arrangements which are used to facilitate good communication and learning.
- Opportunities outside of the academic curriculum, lunchtime clubs, trips etc.
- Peer and adult support as part of QFT offer.
- Proactive and motivational language used by staff. Positive relationships across the school community.
- Consistent behaviour management by all staff, with regular reinforcement of positive behaviour with reward.
- Structured routines and clear guidelines for staff and students.
- Teaching of thinking and social interaction skills, helping students to become more aware of their own learning processes / Metacognition.
- In class and end of year exam access arrangements formalised as normal way of working via Teacher information.
- Review of termly assessment data by SENDCo to inform intervention requirements if appropriate.
- Introduction to allocated TA for co-production of Learning Passport by end of Term 1.
- Parent invite to review LP with SENDCo and TA within Term 2.
- SENDCo available at all parent evenings and school information events.

RLS Targeted offer for students with SEND

The above as required including as appropriate:

- Modification to the classroom and whole school environment, including the provision of activities and a suitably supportive environment during break and lunch time.
- Additional, flexible adult support as required at an individual or small group level providing a range of lesson support interventions and approaches.
- Access to a smaller class size, known as the Focus Group with less than 20 students and shared adult support. The Focus Group teaching supports high levels of differentiation, over learning, repetition and access to additional support resources such as visuals, reduced language demand, access to ICT and/or alternative recording methods.
- Specific and targeted interventions including, literacy, numeracy, reading, Touch Typing, Dyslexia (inc DST testing and Dyslexia champion), Dyspraxia, indoor and outdoor sensory sessions, social skills, life skills, cookery club, Lego Therapy, draw and talk, Time 2 Talk, garden therapy, bunny crew, Autism Champion, ASD Parent Café.
- Preparation and planning to support changes in routine or response to potential triggers, change, special events etc.
- Alternative methods for recording are encouraged e.g. mind mapping, writing frames, word processing or voice recognition. Pupils are encouraged to plan, record and revise through the use of mnemonics, mind maps, post its, ICT etc.
- Visual strategies to support understanding, e.g. task management boards, now and next, visual timetables, bespoke reward charts, cue cards.
- Learning / movement breaks built in as required including leaving lessons earlier than other pupils if required.

- Extra time given for pupils to process, understand and respond, being able to work at their own pace and not have to listen and write at the same time.
- Opportunities are made for over learning and repetition. Instructions are given in small chunks, supported by visuals when appropriate with staff routinely checking for understanding.

RLS Specialist offer for students with SEND

The above as required including as appropriate:

- A secure, structured and safe learning environment with opportunities to develop independence: this may also include access to the school via main reception rather than student reception and to an individual workstation in LRSC and /or tutor time in the LRSC.
- A highly structured Learning Passport and or EHCP.
- High level of care and support.
- Highly adapted timetable / curriculum including sensory breaks, extended break and lunch times.
- Access to specialist equipment and or interventions as prescribed and provided by external agencies.
- Access to an identified key adult.
- Evidence based interventions offering a highly structured individualised learning programme most likely devised through the support of specialists with regular review and monitoring.
- Home school diary for daily, or as required, home to school communication.

As part of the SEND enhanced transition process, Year 6 SENDCo's are provided with an enhanced transition booklet which we ask is passed onto students and their families. The booklet details the SEND team members' names, responsibilities and photographs, as well as reference to key areas of the school including the LRSC. (this will be emailed to KS2 SENDCo's in July)

This year we have also produced an enhanced transition video that KS2 SENDCo's can show their SEND learners in preparation for joining us in September. Please view the video here: <https://tinyurl.com/5xd8nukw>

We also aim to provide students in the targeted and specialist provision categories with a visual copy of their timetable as soon as we are able to do so, prior to the start of the academic year.

We ask our year 6 colleagues to provide us with as much key information on each child transitioning to Richard Lander as possible, so that we are fully informed of individual needs. We are also happy to attend virtual meetings or phone calls with parents on request to aid the transition process should this be required.

Please note: if your child has an EHCP, we already hold a copy of this and associated paperwork as part of the consultation of place process.

Prior to COVID-19 restrictions, we invited all year 6 SEND students to participate in our enhanced transition programme that takes place from May – July and offers as many sessions as is required for a smooth transition. This was not able to take place last year, however we are able to offer all EHCP and specialist students a visit to us for a tour and a welcome session this year. These are being organised via your year 6 SENDCo and our SEND Admin team.

Kind regards
Mrs Kerry Towers

Assistant Headteacher
SENDCo / DSL and PP Lead

Appendices: Communication with the SEND department @ RLS

How do I make contact with staff at RLS?

During term time the reception at Richard Lander School is open:

Monday - Thursday: 8:00pm - 4:30pm / Friday: 8:00am - 4:00pm

Main Reception: 01872 273750 **general enquires email:** enquiries@richardlander.cornwall.sch.uk

For general student issues: in the first instance please contact your child's tutor using the email address above, please remember to state your child's name, tutor group and the name of your child's tutor. For more pastoral enquiries please contact the appropriate Pastoral Manager for your child's year group:

HOY7@richardlander.cornwall.sch.uk – Miss J Broderick - Year 7

HOY8@richardlander.cornwall.sch.uk – Mrs H Rhodes - Year 8

HOY9@richardlander.cornwall.sch.uk – Mr S Tonkin - Year 9

HOY10@richardlander.cornwall.sch.uk – Mrs J Anderson - Year 10

HOY11@richardlander.cornwall.sch.uk – Mr A Matthews - Year 11

My child is on the SEND RON (Record of Need), which member of the SEND team do I contact when I need to communicate with school?

If you need to communicate regarding a day to day matter such as making the school aware of an upcoming appointment, lost belongings etc. please contact the LRSC (Learning Resource Support Centre) via 01872 273 750 or mcross@richardlander.cornwall.sch.uk the LRSC HLTA lead.

If you wish to communicate regarding a specific theme such as Dyslexia testing, or how your child can access the school's Autism champion please contact the champions directly:

Dyslexia champion, Mrs Cannons: lcannons@richardlander.cornwall.sch.uk

Autism champion, Mrs Cross: mcross@richardlander.cornwall.sch.uk

If you need to communicate regarding booking a school tour, referral forms, EHCP annual reviews or exam access arrangements please contact the SEND admin assistant Miss Toms via:
SEND@richardlander.cornwall.sch.uk

If you need to communicate regarding transition, SEND provision / intervention or Learning Passports please contact the Assistant SENDCo, Miss Whitlock:
vwhitlock@richardlander.cornwall.sch.uk

If you need to communicate regarding our ARB (Area resource base) provision, please contact the ARB Lead Teacher / manager, Mrs Hamon:
chamon@richardlander.cornwall.sch.uk

Mrs K Towers is the SENDCo (Special educational Needs & Disabilities Co-ordinator) who can be contacted via:
ktowers@richardlander.cornwall.sch.uk should the above avenues not be appropriate for your communication need.

Example Learning Passport format



Student Name:		Year group / Tutor:	
R.O.N Status:		SEN category of need:	
SEND			
Math's Current Grade:			
Reading Age / Spelling Age:		Merits / Behaviours / Attendance:	
Exam Access Arrangements:	***Official testing against the JCO guidelines takes place for referred students of whom EAA is their 'normal way of working' in the summer term of year 9, if your child has no EAA listed they were not referred by their teachers.		
Assess: Strengths and areas of need:			
Plan: How my teachers can help me / How I prefer to learn:			
Long term targets			
Do: Current support in place to assist identified need with intended outcomes:	Tutor, HOY, LRSC, SENDCo		
Review and next actions: Short term, SMART targets to support Long term: Is the current support working to achieve progress? What is the evidence?	Red Amber Green		
Round up: Has there been a transferring of skills? (In the classroom, socially emotionally, physically?)			
Additional Activities: In or out of School			
Career Aspirations:			
LP Interview date:			
Key Worker:			

This Learning Passport was completed in collaboration with a TA know to the student, parent / carer, Assistant SENDCO, the student and other professionals who provide interventions at the school. Copy of LP attached to students SIMS Linked Documents / Sent home / given to student if appropriate.