

# **MERTON EDUCATION PARTNERSHIP**

## Children and Families Act 2014 SEN Information Report

*Ricards Lodge High School*

2023/24

Head teacher: Kate Page

SENCO: Tanja Albert

Safeguarding Lead: Natalija Bloom

SEN Governor: Amanda Doig Moore

The Governors, Headteacher and staff of Ricards Lodge High School are committed to the inclusion of students with SEN and or disability. We see the SEN of our students as the responsibility of the whole school.

It is the expectation that all students in a mainstream setting will be accessing the curriculum in the classroom with differentiated teaching and additional support when appropriate.

The school offer links directly to SEN Policy which can be found on the school website.

September 2023

<b>1. How does Ricards Lodge High School know if a child/young person needs extra help?</b>	<p>A student may be identified as having a Special Educational Need (SEN) at any stage during their education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.</p> <p>Information about your child's special educational needs comes from a number of sources:</p> <ul style="list-style-type: none"> <li>• Liaison with primary schools</li> <li>• KS2 data received from primary schools</li> <li>• Attendance at year 6 annual reviews</li> <li>• All students sit a CATs (Cognitive Ability Tests) in the Autumn Term. The results of these tests will show us who may need further support.</li> <li>• Teachers/ SENCO/Head of Year track attendance, punctuality, behaviour and progress every term</li> <li>• Parental and self referral</li> </ul> <p>Through these usual assessment processes a range of evidence is collected, if that suggests that the student is not making the expected progress relevant teachers will decide if additional and/or different provision is necessary.</p>
<b>2. What should I do if I think my child/young person may have SEN?</b>	<ul style="list-style-type: none"> <li>• Please contact your child's Head of Year</li> <li>• You may also contact the school SENCO at <a href="mailto:learning.support@ricardslodge.merton.sch.uk">learning.support@ricardslodge.merton.sch.uk</a></li> </ul>
<b>3. How will I know how Ricards Lodge High School supports my child/young person?</b>	<ul style="list-style-type: none"> <li>• School staff will support individuals at a level appropriate to their needs through effective quality first teaching approaches.</li> <li>• Staff will provide opportunity for all students to experience success by: <ul style="list-style-type: none"> <li>◦ Adapting lessons, whilst maintaining high expectations for all, so that all students progress</li> <li>◦ Balancing input of new content so that pupils master important concepts</li> <li>◦ Making effective use of teaching assistants</li> </ul> </li> <li>• You will receive a letter to inform you that your child is on the SEN register.</li> <li>• Additional support is matched to individual needs and progress is reviewed every term</li> <li>• Tracking reports are sent home every term</li> <li>• At Parent Teacher Consultation evening (PTC) appointments will be offered to students on SEN register with a member of SEN staff to review progress.</li> <li>• Additional support is matched to individual needs and progress is reviewed every term</li> <li>• Tracking reports are sent home every term</li> <li>• An SEN report is presented to governors every term. In addition to PTC parents/carers can request an appointment with a member of the SEN team throughout the year.</li> </ul>

<b>4. How will the curriculum be matched to my child/young person's needs?</b>	<ul style="list-style-type: none"> <li>• We plan a broad and balanced curriculum which is regularly reviewed</li> <li>• Teachers have access to a student's profile and will adapt the curriculum to meet their needs</li> <li>• A teaching assistant (TA) will support some students in the classroom. The level of TA support and interventions will depend on the level of need and funding available.</li> <li>• Additional small group interventions are organised for identified students.</li> </ul>
<b>5. How will the school know how well my child/young person is doing?</b>	<ul style="list-style-type: none"> <li>• Teaching staff enter data on individuals on termly basis. This ensures that there is always relevant and up to date information on the level or grade that is currently being achieved by each student. In addition to this, students who have additional interventions have their targets and progress monitored</li> <li>• Heads of Departments, Heads of Year and SLT ( Senior Leadership Team) regularly monitor the progress of all students</li> <li>• Staff and SENCO will contact you if the school has any concerns</li> </ul>
<b>6. How will I know how well my child/young person is doing?</b>	<ul style="list-style-type: none"> <li>• Annual review meetings for EHCP students</li> <li>• Annual Parent Teacher consultation evenings</li> <li>• Tracking reports sent home every term</li> <li>• Annual Aspiration Evenings by year group for parents are held at the start of each year to outline our expectations</li> <li>• Through structured conversations with families as the need arises</li> </ul>
<b>7. How will you help me support my child/young person's learning?</b>	<ul style="list-style-type: none"> <li>• Aspiration evening at the start of each year to outline our expectation and provide training/information for parents</li> <li>• Parent Teacher Consultation meetings</li> <li>• SENCO or other staff will share information during termly discussions/parents evening/annual reviews</li> <li>• All students have access to the school's virtual learning platform e.g. Google Classroom, Active Learn, Maths Watch, Accelerated Reader etc which can be used from home.</li> <li>• All students with SEN have access to Cedar Base homework and lunch time clubs.</li> </ul>
<b>8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal</b>	<p>All students are supported by the pastoral team; in addition there is a range of interventions which include: social skills and nurture programmes, after school clubs, POP (peer counselling service) , access to external agencies</p> <ul style="list-style-type: none"> <li>• The school has a policy regarding administration and management of medical needs.</li> </ul>

<b>or medical needs be met?</b>	<ul style="list-style-type: none"> <li>• Students deemed to have a significant health condition will be the subject of a Health Care Plan which will record their individual medical needs at school.</li> <li>• Clear anti-bullying and safeguarding procedures are in place and positive mental health promoted by the PSHE programme and support provided by Mental Health First Aiders in school</li> <li>• Education Welfare Officer provides support around school attendance</li> <li>• Positive Behaviour for Learning policy</li> </ul>
<b>9. How will my child/young person be able to contribute their views on how things are going?</b>	<ul style="list-style-type: none"> <li>• Our students are always invited to part of review meetings with parents/carers</li> <li>• Student Voice in the curriculum</li> <li>• School council which meets half termly</li> <li>• Year council</li> <li>• Take part in student leadership groups</li> </ul>
<b>10. What specialist services and expertise are available at or accessed by the school?</b>	<p>In school:</p> <ul style="list-style-type: none"> <li>• ARP for named students with Speech Language and Communication Needs</li> <li>• Teaching assistant</li> <li>• Achievement mentors</li> <li>• SEN teachers</li> </ul> <p>Services we bring into school when a specific high level need is identified by an appropriate professional:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Visual and Hearing Impairment team</li> <li>• Merton Autism Outreach Service (MAOS)</li> <li>• Virtual Behaviour Service (VBS)</li> <li>• Social care</li> <li>• CAMHS</li> <li>• Speech and Language Therapy</li> <li>• Virtual school for LAC</li> <li>• School nurse</li> <li>• EWP (Education Wellbeing Practitioner)</li> <li>• Education Welfare Service</li> <li>• Any other relevant provision e.g. My Futures team, Catch 22, Jigsaw4U</li> </ul>
<b>11. What training have the staff supporting children and young people with</b>	<ul style="list-style-type: none"> <li>• SENCO- National Accredited SENCO training</li> <li>• Assistant Headteacher-MA in Special Educational Needs and National Accredited SENCO training, Specialist teacher for SpLD</li> </ul>

<b>SEN had or are having?</b>	<ul style="list-style-type: none"><li>• SEN teacher-ELKLAN training</li><li>• On-going professional development programme in place for teachers and TA's e.g. supporting students with Speech, Language and Communication Needs</li><li>• Regular Child Protection and SEN training for all staff which is reviewed on a regular basis to meet the changing needs of the cohort</li></ul>
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<b>12. How will my child/young person be included in activities outside the classroom including school trips?</b>	<p>Students with additional needs are supported and encouraged to be fully involved in all areas of school life</p> <ul style="list-style-type: none"> <li>• Risk assessments are completed for all trips</li> <li>• For more information refer to the School Trips and Visits policy</li> </ul>
<b>13. How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• Ricards Lodge is a larger than average school , made up of four buildings served by one lift. We have a separate, accessible sixth form block</li> <li>• All areas of school are accessible (see accessibility plan)</li> </ul>
<b>14. How will the school prepare and support my child/young person when joining Ricards Lodge High School, transferring to a new school or planning for the next stage of their education, employment or training?</b>	<p>Transition from year 6</p> <ul style="list-style-type: none"> <li>• SENCO will attend year 6 annual reviews</li> <li>• Transition meetings with primary school</li> <li>• Transition file exchange with primary schools</li> <li>• Induction programme for Year 7 students supported by a transition mentor</li> </ul> <p>Transition from year 9-10</p> <ul style="list-style-type: none"> <li>• Careers advisor</li> <li>• Progression routes evening for students and parents</li> <li>• PSE programme</li> <li>• Transition reviews for students with EHCPs</li> </ul> <p>Transition from year 11</p> <ul style="list-style-type: none"> <li>• Careers advisor/PSE programme</li> <li>• Induction programme for post 16 education including taster sessions</li> <li>• Transition reviews for students with EHCPs</li> </ul> <p>Transition from Year 12/13</p> <ul style="list-style-type: none"> <li>• Careers advisor</li> <li>• PSE programme including off site visits and visitors</li> <li>• Transition reviews for students with EHCPs</li> </ul>

<b>15. How are the school's resources allocated and matched to child/young person's special educational needs?</b>	<ul style="list-style-type: none"> <li>• School resources are carefully allocated to reflect the student's Special educational needs. Where there is EHCP in place this will be used to inform provision.</li> <li>• If funding is not adequate a request for further funding will be made to the relevant Local Authority.</li> <li>• Pupil Premium funding is used in a variety of ways including Maths and English intervention and support on school trips. Please see the Pupil Premium Strategy on our website for more detailed information.</li> </ul>
<b>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</b>	<ul style="list-style-type: none"> <li>• We ensure that the needs of all students with SEN are met to the school's ability with the funds available. The school allocates the support in line with your child's needs.</li> <li>• You will receive letters and information about the provision along with progress reports</li> <li>• Regular communication with parents in line with recommendations in Code of Practice</li> <li>• Ongoing tracking is used to monitor the impact of interventions</li> <li>• Inclusion panel – fortnightly meetings</li> <li>• SLT and Governors regularly review the impact of the support received</li> </ul>
<b>17. How will I be involved in discussions about and planning for my child/young person's education?</b>	<ul style="list-style-type: none"> <li>• In addition to regular PTC meetings and reporting cycle, parents of students with SEN will be involved in planning and decision making in line with Code of Practice.</li> <li>• The school operates an open door policy for any parents.</li> </ul>
<b>18. How can I be involved in the school more generally?</b>	<ul style="list-style-type: none"> <li>• Support the school home agreement</li> <li>• Attend parent evenings and other events</li> <li>• Support your child with her homework via Google Classroom</li> <li>• Apply to be a Parent Governor if a vacancy arises</li> <li>• Get involved in school's PTA</li> </ul>
<b>19. Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• Form tutor</li> <li>• Head of Year</li> <li>• SENCO</li> <li>• Merton Information, Advice Support and Service Officer for families in relation to SEND</li> </ul>

<b>20. What should I do if I am considering whether this is the right school for my child/young person?</b>	<ul style="list-style-type: none"> <li>• Visit the school either on an Open Day/Evening or by appointment to talk to us.</li> <li>• Talk to staff at your child's primary school as they know us well</li> <li>• Read our latest Ofsted report</li> <li>• Talk to your child about the type of school they want to attend e.g. do they want to attend a girls school</li> <li>• Contact Merton Special Educational Needs Information and Advice and Support Service</li> <li>• Contact London Borough of Merton/ or your home local authority SEN team</li> </ul>