



SEND INFORMATION REPORT

Our vision and support

At Royal Greenwich Trust School we uphold the right of all children to education, and we recognise the diverse educational needs within our community. We acknowledge that those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. We recognise that some children need increased support to access learning because:

- they have a significantly greater difficulty in learning than the majority of children of the same age
- they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

We try to ensure that all barriers to equal access in our school is removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary, we seek support and advice from specialists outside school to ensure that we develop and maintain a range of flexible resources to meet the needs of all children.

We inspire all our students to excel, and are committed to breaking the cycle of low aspirations that prevent some children with SEN from making good progress or reaching national levels of attainment.

How does Royal Greenwich Trust School know if young people need extra help and what should I do if I think my child may have special educational needs?

Our responsibility to young people begins in the last few weeks at primary school. We make every effort to observe students in their classes, and we gain as accurate a profile as we can, by speaking to staff at the primary school. We arrange a series of transition days, including small group sessions for vulnerable students.

Over the transition period we arrange for students to complete standardised tests, so that we have all the necessary data to guide our placement of students. In this way we can ensure that students are placed in the most suitable groups, as early as possible.

We monitor progress very closely, so that we can provide suitable support and intervention.

How will Royal Greenwich Trust School support my son?

At Royal Greenwich Trust School we believe that specific support and appropriate learning opportunities must be provided for all pupils and that these should be planned and embedded in classroom practice. To supplement this, Teaching Partners are available to provide individual support to students in lessons. Students who fail to make expected progress are supported by extra lessons and revision sessions.

Homework Club provides additional support to students who struggle to work independently, as well as those pupils with poor working memory or poor recall. More intensive support is provided to students with weak Literacy skills, focusing specifically on phonics and reading.

Handwriting sessions after school also take place to support students to make their writing more legible, and improve their writing speed.

How will the curriculum be matched to my child's needs?

Every teacher at Royal Greenwich Trust School is involved in ensuring curriculum access. This can take a number of forms. The most common types of differentiation include the selection of suitable resources, the designing of suitable tasks, adapting outcomes and providing individual support to pupils. Visual support such as key words, symbols and pictures provide additional guidance to help pupils to understand oral instructions. Texts are selected to ensure that they are readable. Students are made aware of the teacher's expectations and they understand what a good piece of work should include.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Students complete regular assessments and you will receive regular reports with progress updates in different subjects. All results are closely monitored by the Heads of Department and the SENCo. There are regular parent/carer meetings with staff, and parents are invited to call the relevant department to discuss any concerns that they may have.

Annual reviews and meetings to initiate school based plans are also opportunities to discuss the support being provided by the school, and offer suggestions for improvement.

What support will there be for my child's overall well-being?

All students are supported by a form tutor, who would be the first point of contact. Every year group is also managed by a Head of Year, and more sensitive issues can be raised at this level by parents. During breaks there is always a member of staff on duty, who can immediately address issues that arise. The Inclusion team is available throughout the day, and students are encouraged to discuss difficulties that they experience with staff. Vulnerable students are usually supervised during lunch breaks to ensure that there is a safe area for them to spend the time.

Students are engaged in wider learning, with enrichment opportunities and cross-curricular activities provided to ensure a greater depth and breadth of experience.

What specialist services and expertise are available at or accessed by the school?

As a member of the University School's Trust, we have access to a range of specialists who support our decision-making process, providing us with expert advice and suggestions. These cover general SEND provision; Speech and Language Communication Needs and Dyslexia. In this way we are supported with identifying students' needs, as well as being provided with the strategies we employ to improve their attainment. We also work closely with the Educational Psychologist, CAMHS, Speech and Language therapists, STEPS and Autism Outreach. The school nurse works closely with both individual students and small groups when necessary, and has regular contact with staff.

We also offer a Counselling service, which gives young people a regular, safe and supportive space to talk about worries or problems they are experiencing. Talking things through in a confidential setting, with regular appointments over a period of time, helps young people to gain new and different perspectives, which can lead to changes in how they feel about themselves, their relationships with others, their thinking and their behaviour - both in and out of school. The school aims to offer a safe, nurturing and non-judgemental environment, where different issues and concerns can be explored by young people.

What training are the staff supporting children and young people with SEND had or are having?

Ongoing training is essential for staff to stay abreast of new developments in SEND. Teaching Partners are included in all professional development insets for staff, as

well as receiving individualised training for the specialism with which they are connected.

Our training programme is rolled out throughout the year and this includes the identification of special needs, as well as strategies that are used by classroom teachers to ensure that every teacher is an SEND teacher.

All members of staff are provided with information to assist them in dealing with the difficulties that students may face. Weekly Team Around the Child meetings address individual students, their strengths and difficulties, and suitable strategies that can be employed in lessons to support them in their learning.

Assessments for Dyslexia and Speech and Language Communication Needs are carried out by qualified staff and sessions are delivered by staff with suitable qualifications and experience.

How will my child be included in activities outside the classroom including school trips?

For the safety of all students, risk assessments are undertaken by senior staff. Where necessary, Teaching Partners are assigned to students to ensure their safety. Groups are small to ensure safety and all relevant guidelines and regulations are adhered to, maximising the safety of all staff and students on school trips. All members of staff are issued with profiles of students with Statements of Educational Needs or Education and Healthcare Plans, to ensure that their particular needs are taken into consideration.

How accessible is Royal Greenwich Trust School Academy?

At the entrance to the school there is a ramp allowing for wheelchair access. There is limited access to some parts of the site at present, due to building works, which will be completed in the near future. Access to temporary classrooms are therefore obstructed. There is a lift operating between the ground floor, first floor and second floors of the main building. Corridors are wide enough to facilitate wheelchair movement, and doors are wide enough to allow access.

How will Royal Greenwich Trust School prepare and support my child to join the school, transfer to a new setting, school or college or the next stage of education and life?

We attempt to provide personalised care for our students, tailored to meet their individual needs. Pupils are encouraged to experience "taster days" and short courses to prepare them for the decisions that they will need to make. Students are always included in the reviews carried out in the transitions between Key

Stages, and they are supported in the choices that they make. Visiting speakers and relevant progression trips are jointly organised by the Director of Sixth Form, Higher Education Co ordinator and KS5 Progression Manager.

In years 12 and 13 students are provided with additional support from the Key Stage 5 Progression Manager. The Higher Education Coordinator supports with UCAS and Higher Apprenticeships applications. The Careers Advisor is provided by 'Prospects' and attends the school every Friday for a drop-in session in the library. She gives independent careers advice and guidance regarding courses, apprenticeships and jobs. She also searches for possible work experience opportunities for some BTEC subject students at the request of some teaching staff. The work experience is administrated by the KS5 coordinator and the Royal Borough of Greenwich mainly for Y12 students. However, Y13 students can also get work experience support.

How are Royal Greenwich Trust School resources allocated and matched to children's/young people's special educational needs?

Education, Health and Care plans provide information regarding the provision that is specifically stipulated. We analyse these documents as soon as they are received, to ensure that our statutory obligations are met. We do, however, aim to meet additional needs that may not be stipulated, by engaging our students in discreet withdrawal groups if this is deemed necessary. Parents are always consulted before this takes place.

Teaching Partners support teachers by either taking out small groups, or substituting for teachers who themselves provide tuition to small groups.

How is the decision made about what type and how much support my child / young person will receive?

Teachers who have concerns about the progress made by individual students, will outline these concerns to the SENCO. Classroom observations and work scrutiny are then conducted, and the SENCO helps the class teacher to identify the behaviours that lead to these concerns.

Quality first teaching is the immediate response, and the SENCO supports the teacher to determine whether all efforts have been made to remove the barriers to learning. Other factors, such as behaviour and attendance is considered to ensure that the students is not underachieving because of factors that they are able to control. If the SENCO is able to establish that there is no other reason for

underachievement, then additional screening tests are used to determine the cause of underachievement. When necessary, specialists are consulted, such as Educational Psychologists or Speech and Language Therapists, to provide more detailed and accurate assessments.

As far as possible, interventions are carried out in such a way that students are not continuously removed from lessons, and are allowed to interact and socialise with their peers rather than being isolated through intervention sessions.

For students with Education, Health and Care Plans, the provision is already stipulated. The SENCO ensures that these provisions are carried out, and that assessments are completed before and after interventions. In this way the efficacy of interventions is carried out, to ensure that the impact of interventions is measured.

How are parents involved in Royal Greenwich Trust School? How can I be involved?

Form Tutors support students with the organisation of equipment that they will require for the day and provide an accessible point of contact for students to express their concerns or report any issues. Pastoral care is further supported by Heads of Year.

School Based Plans are an alternative form of determining provisions. These involve a consultation process with parents, staff and students. Our aim is to provide a total package of support and care for our students, which does not focus solely on academic performance, but is personalised to suit the individual.

Who can I contact for further information?

For further information, please contact the SEN office, on 0208312 5480 extension 498, or email the SEND office at senco@rgtrustschool.net.

This service offer is intended to give you clear, accurate and accessible information. This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email senco@rgtrustschool.net.



SPECIAL EDUCATION NEEDS AND DISABILITIES

INFORMATION REPORT