



Chief Executive Officer: Louise Lee



SEND Information Report

September 2024

Our SEND Report

- ▶ aims to inform how we support learners with Special Educational Needs and Disabilities (SEND)
- ▶ is part of Norfolk's Local Offer
- ▶ is updated annually and has been produced with information and support from Academy stakeholders. We would welcome your feedback in the review of our offer, so please do contact us. The best people to contact this year are:
 - ▶ Henry Gray, SEND Coordinator (SENDCo)
 - ▶ Paul Atkins, Deputy SENDCo
 - ▶ David Lloyd, Assistant SENDCo
 - ▶ Jon Croucher, Head of School
 - ▶ Sarah Howe, Governor responsible for SEND

Our School

- ▶ Reepham High School and College (RHSC) is an 11-18 rural comprehensive.
- ▶ RHSC became an academy in 2012 and is part of the Synergy Multi-Academy Trust.
- ▶ There are currently 1034 pupils on roll, consisting of 828 in the school and 206 in the attached sixth form college.

Acting on feedback

RHSC was subject to an [Ofsted inspection](#) in Feb 2020 and a subsequent [monitoring visit](#) in Jan 2022; We continue to be a good school.

“Teachers understand how to meet the needs of pupils with special educational needs and/ or disabilities (SEND). Staff are trained to plan work for pupils with SEND. Teaching assistants are used effectively to support pupils with SEND in lessons. Pupils with SEND achieve well; their outcomes at GCSE are similar to those of other pupils.”

Our SEND Team

The SENDCo for RHSC is **Henry Gray**, with **Paul Atkins** (Deputy SENDCo) responsible for the day to day running of SEN at RHSC. He is supported by **David Lloyd** (Assistant SENDCo).

Henry Gray
SENDCo



Paul Atkins
Deputy SENDCo



David Lloyd
Assistant SENDCo



Francesca Fuller
HLTA



Jacqueline Welford
Exams Access Assessor



Learning Support Assistants

Clara Dennis, Tammy Digby, Sally Fox, Elliott Gale, Danielle Larcombe, George Rowley, Elizabeth Scott, Josette Kitson, Helena Spurrell, Kirsty Taylor

SEND Related Qualifications

Henry Gray

BSc (Hons) Environmental Science

PGCE Secondary Science

MA Educational Practice and Research

National Award for SEN Coordination (NASENCo)

Certificate of Psychometric Testing Assessment and Access Arrangements (CPT3A)

Paul Atkins

CACHE Level 3 Teaching Assistant & Learning

BTEC Level 3 Award – Working with Sensory Impaired Young People (Deafness)

BTEC Level 3 Award – Working with Sensory Impaired Young People (Vision Impaired)

SENDCo New to Role (Willow Tree Learning)

Jacqui Welford

Certificate of Psychometric Testing Assessment and Access Arrangements (CPT3A)

SEND Profile (whole setting)

Year Group	EHCP	SEN Support	Total SEND (% of cohort)
Year 7	10	25	35 (23.5%)
Year 8	5	27	32 (18.1%)
Year 9	4	22	26 (15.6%)
Year 10	8	28	36 (20.0%)
Year 11	7	18	25 (15.8%)
6 th Form (Year 12 & 13)	3	2	5 (2.4%)

The data for our setting is skewed by Year 12 and 13, where there are noticeably fewer learners on the SEND register.

As such, a better comparison to national averages can be made by looking solely on the secondary school.

SEND Profile (Secondary)

Year Group	EHCP	SEN Support	Total (% of cohort)
Year 7	10 (6.7%)	25 (16.7%)	35 (23.4%)
Year 8	5 (2.8%)	27 (15.2%)	32 (18.0%)
Year 9	4 (2.4%)	22 (13.2%)	26 (15.6%)
Year 10	8 (4.5%)	28 (15.8%)	36 (20.3%)
Year 11	7 (4.4%)	18 (11.4%)	25 (15.8%)
Total	34 (4.1%)	120 (14.5%)	154 (18.6%)

National Average	4.8%	13.6%	18.4%
National Mainstream Secondary Average	2.7%	12.9%	15.6%

The percentage of secondary learners at RHSC who have an Education Health Care Plan (EHCP) is 4.1%. This is lower than the nationally reported statistics of 4.8% though higher than the average for pupils in mainstream secondary settings (2.7%).

The percentage of learners receiving support additional to or different from the rest of their cohort (SEN Support) figure is currently 14.5%. This is above the national average of 13.6% and, further still, above the national average of 12.9% for mainstream.

Quality First Teaching

At RHSC, it is an expectation that all staff endeavour to meet the individual needs of SEN learners by offering appropriate scaffolding and differentiation in the classroom. All staff have access to key SEND information, learning plans, and teaching strategies through Provision Map. Expected supportive strategies include, but are not limited to:

- ▶ Bespoke seating plans
- ▶ Use of writing frames, modelling and scaffolded work
- ▶ Access to assistive technology such as laptops, Read/Write etc.
- ▶ Printing or projecting learning materials on appropriate coloured backgrounds
- ▶ Matching questioning to learner need
- ▶ Checking in with learners to clarify understanding
- ▶ Supporting verbal instructions with written printouts
- ▶ Providing high levels of positive feedback and praise where possible, as well as reinforcing behaviour expectations in an appropriate fashion.

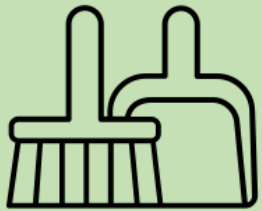
Accessibility Framework

To support **all** learners, including SEND learners, teachers and learning support staff are expected to make their learning materials as accessible as possible. This is based on the RHCS accessibility framework, which is built into staff training during their continued professional development sessions.

RHSC Accessibility Framework

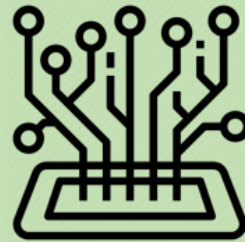


Presentation



- Where possible, displayed learning materials should be in pastel colours rather than white.
- Only essential information and diagrams should remain on learning materials.
- Bullet points should be used as much as possible.

Advanced Access



- Key learning materials should be made available on Teams for learners to access before and after lessons.
- Technologies such as subtitles, immersive reader, and reader pens should be used where appropriate.

Language



- Where possible, language should be simplified.
- New language should be explicitly taught and explained.
- Learners should be provided with glossaries or key words.

Size, Spacing, and Script



- Slides and handouts should be written in sans serif fonts, such as Century Gothic, Calibri, or Comic Sans.
- Fonts should be in size 14 or more.
- Character and line spacing should be increased.

Initial Identification of SEND

At RHSC we identify learners with SEND via two main routes:

Firstly, through facilitated information sharing between RHSC and its feeder primary schools. Throughout the year, the Deputy SENDCo attends key meetings at the primary schools, involving Y6 pupils.

During the summer term, staff members make numerous visits for induction meetings with staff, learners and parents. This culminates in an extra, SEND specific induction morning which compliments a two-day induction for all learners.

Secondly, teacher identification and communication with the SEND department is key to early recognition of SEND. Learners at RHSC are assessed regularly through both formative and summative assessments, and the SEND team gather feedback from staff, along with supporting evidence of work, to help form a picture of need.

Further Identification

The next step is often the completion of screening tests and baseline assessments:

- ▶ Literacy assessment online
- ▶ EXACT assessment
- ▶ Dyslexia Profiling tool
- ▶ We also have an internal Exams Assessor, Mrs Welford, who is a Level 7 Assessor. She works closely with the department and can advise on eligibility for support during exams and conduct other appropriate tests.

If deemed appropriate, we may have learners further observed and assessed by a **Specialist Learning Support Teacher (SLST)** or **Educational Psychologist (EP)**, who we access through our link with Child and Educational Psychology Practice (CEPP).

Nurture Space

LB1 is open from 8am everyday and available for pupils to use at break, lunch and before school. This is a vital part of the daily contact that we have with pupils.

We aim to model and encourage positive interactions by having a policy of no technology until 1.30pm. This means the learners have at least 20 minutes to eat, interact in conversation and complete any homework with the offer of support from staff in the room before making use of a computer.

LB1 is considered an inclusive safe place by a number of learners, and we have noticed a positive shift in the range of learners that we have welcomed to this room over the last few years.

Learners with Disabilities

Learners with disabilities have their needs met at RHSC in the following ways:

- ▶ All entrances to buildings have ramps or slopes to accommodate wheelchair access by learners and visitors.
- ▶ All buildings with multiple floors have lifts to accommodate learners and visitors with limited mobility.
- ▶ All learners with deafness or visual impairment have their needs assessed upon transition to RHSC.
 - ▶ Funding is applied for based on need, and adjustments are made accordingly.
 - ▶ RHSC works closely with the Virtual School to ensure that changes to need are accommodated as and when they occur.

Keeping you in the loop

At all points we strive to include caregivers in the decision-making process. We aim to encourage learner independence without losing the vital information that caregivers can provide.

In the summer term, before transition, induction evening allows for caregivers to meet with the Deputy SENDCo who is available to answer specific questions and have appointments with individuals who have been identified by their primary school and the aforementioned extra induction morning.

In the first half term of Year 7, a 'settling in' evening takes place with tutors. This is followed by a parents evening towards the end of the year. The Deputy SENDCo will be present at these evenings, as well as parents evenings for each year group after that.

Related Links

For more information on the Norfolk Local offer, please use their [website](#) or find them on X (formerly Twitter) @send_offer

Policies linked to SEND Information Report for RHSC can be found [here](#).

For free and impartial advice, information, and support for individuals with SEND, and their families, you can contact the Norfolk SEND Information, Advice and Support Service (SENDIASS) [here](#).

Contact Us

SENDCo – Henry Gray – hgray@synergymat.co.uk

Deputy SENDCo – Paul Atkins – patkins@reephamhigh.com

Assistant SENDCo – David Lloyd – dlloyd@reephamhigh.com

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