

SEND Information Report 2021-2022

SEND provision information at R.E.A.L. Independent Schools.

The SEND team at R.E.A.L. provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health difficulties.
- Sensory and/or Physical needs.

Pupils are identified as having SEND, and their needs assessed, through:

- Transition Information is secured from previous settings where possible, otherwise from LA's and commissioners.
- All pupils on our school roll admission have an EHCP.

Provision for SEND pupils includes:

Staff who are skilled in relationships and trauma informed practice.

- Quality first' teaching, with appropriate differentiation and scaffolds.
- Personalised provision/curriculum through EHCP, PFA outcomes and the ICIP.
- Personalised provision/curriculum through adapted resources and interventions.
- Personalised provision/curriculum through targeted support.

The curriculum / learning environment may be adapted by:

- Groupings of learners.
- Differentiated resources and teaching styles.
- Appropriate choices of texts and topics to suit the learner.
- Access arrangements for tests and or examinations.
- Targeted support by additional adults.

Pupils are well supported to improve their social emotional and mental health through:

- A strong focus on safeguarding and close liaison with the Learning Managers and the 'Enhanced Support Programme' (ESP).
- An anti-bullying policy.
- Interventions on Cyberbullying, Sexting and other areas relating to individual emotional and or mental health needs.
- Social emotional and mental health support programmes such as counselling, anger management, self-esteem building, resilience, perseverance and grief /bereavement counselling.
- Pupil Voice.

Equipment and facilities to support learners with special educational needs will be secured with support from R.E.A.L. Education, who are the proprietary body.

Transition for Students with SEND

The school plans for the successful transfer between phases of education.

These include:

- Transfer visits between venues.
- Personalised initial induction Programme
- Transition arrangements.
- Child centred reviews of EHCPs to ensure all professionals are aware of individual needs.

Consultation with parents, carers and young people

Parents and carers of children with SEND will be consulted and involved in the education of their child by a range of means, including, (but not limited to):

- Telephone.
- Visits from Learning Managers.
- SEND reviews.
- ESP Team liaisons.

Children with SEND will be consulted and involved in their education by a range of means, including:

- Learner Voice.
- Annual Reviews.
- Personal Interviews.
- Learner Surveys.

Evaluation of effectiveness of provision

Progress is reported to the Governing Body and the Local Authority through termly meetings.

Our effective systems and processes to monitor learner progress, both holistically and towards their academic targets, mean that any learner causing concern is swiftly identified by learning managers, subject leads and senior leaders.

Learner outcomes demonstrate that they make strong progress from starting points and leave R.E.A.L. with functionality in numeracy and literacy and are well prepared for adult life. Our curriculum and exciting vocational offer enables learners to practise what they have learnt and then apply this knowledge and skills to real life situations.

Our learners develop an increased level of confidence, sense of self-worth and belonging and are prepared for adulthood to become valued members of their communities.

Arrangements for assessing & reviewing pupils' progress towards outcomes (Including opportunities available to work with parents & pupils)

These arrangements include:

- Data tracking for learner progress.
- ECHP and ICIP reviews.
- Observations and follow up meetings.
- Evidence for Learning platform to record progress towards the EHCP and interim targets.
- Parents' meetings.

Expertise and training held by the SEND team at R.E.A.L.

- The R.E.A.L. Head has worked in SEND settings for over 10 years.

- The Director of Education has over 8 years experience working in SEND settings and is on the Nottinghamshire SEND Board.
- Governors include an ex Special School Headteacher, LA SEND advisors, ex Special School Deputy Head.
- All new staff undergo mandatory Autism and CRB training, with regular updates provided.

Involvement of Agencies

The school works with other agencies including Health, Social Services, Local Authorities and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. Specialist expertise sought from external services include:

- ICDS Caseworkers.
- The Healthy Family Team.
- Children's Social Care.
- The Family Service.
- Prevent / TETC Team.
- CAMHS.

Contact information

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Local Authority: SEND.localoffer@nottsc.gov.uk

Complaints Procedure: a copy can be found on our website

Further Support and Advice

- Ask Us Nottinghamshire
- Independent Parental Special Advice team
- Nottinghamshire Local Officer information