



MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014
The Local Offer from schools, settings and colleges
Raynes Park High School

September 2024

Headteacher: Miss Kirsten Taylor

Safeguarding Lead: Mr Phil Nash

SEN Governor: Mrs Clare Townsend

Head of Access Centre (ARP): Mr Ryan Jones

Head of Inclusion: Miss Jaclyn Fowler

Assistant SENCo: Miss Becky McLaren

Raynes Park High School is a mixed 11-18 comprehensive school, which delivers the full range of National Curriculum subjects and arranged vocational alternatives. We support all students to access all mainstream educational opportunities by providing support where necessary and the curriculum is adapted to meet individual needs as appropriate.

Our aim is to create a caring, challenging and secure environment where all students develop academically and socially so that they may be well prepared to take their place as responsible citizens within society.

We promote this aim by working with students, parents/carers, governors and the local community to provide a well-ordered and happy school where students and teachers can value and enjoy their work. We aim to:

- Inspire our students to achieve their best in all they do and to develop their talents to the full
- Stimulate students to think and act creatively (as individuals and as part of a team) and to respond to the creative work of others
- Encourage participation in a variety of extra-curricular activities and promote a healthy lifestyle and productive use of leisure time
- Foster consideration, respect and care for others and for the environment and to develop a sense of self-worth and self-discipline

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| <p>1.</p> <p>How does Raynes Park High School know if a child / young person needs extra help?</p> | <p>It is the expectation that all students in a mainstream setting will be accessing the curriculum in the classroom with additional support when appropriate in conjunction with an adaptive teaching approach.</p> <p>We support students with:</p> <ul style="list-style-type: none"> ▪ ASC (Autistic Spectrum Condition) ▪ SEMH (Social and Emotional Mental Health) ▪ Cognition and Learning |
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- SLCN (Speech Language and Communication Need)
- SpLD (Specific Learning Difficulty (i.e. Dyslexia, low level literacy)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Dyspraxia
- PD (Physical Difficulty)
- MLD (Moderate Learning Difficulty)
- VI (Visual Impairment)
- HI (Hearing Impairment)

We identify children/young people that may need additional help or have special educational needs by:

- If they already have an Education, Health Care Plan (EHCP), the school is consulted by the borough for an appropriate placement within RPHS SEN Department mainstream or the Access Centre (ARP) Additionally Resourced Provision
- Gathering relevant information from primary schools
- Baseline testing on entry to the school
- Relevant information provided by subject teachers
- Relevant information provided by parents and carers
- Information relayed through the pastoral team regarding a student
- Concerns expressed by students themselves
- Through observations of students in lessons
- Fortnightly Inclusion meetings with Head of Year, Senior Mental Health Lead and Family Liaison Officer

We know if students need extra help when:

- KS2 Entry Scores for English and Maths are below 'expected'
- Low scores on the Cognitive Ability Tests (CATs)
- Low reading age
- They have failed to make progress from KS2 results or their entry point
- A discrepancy between RPHS baseline testing and KS2 SATs results
- They are making less than the expected rate of progress across subjects
- A sudden drop in levels / grades achieved in subjects is observed
- They display emotional outbursts out of character

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| | <ul style="list-style-type: none"> ▪ They display poor behaviour / task avoidance behaviour ▪ Their attendance is poor, a pattern emerges or it declines ▪ Their punctuality to school and lessons is poor, a pattern emerges or it declines ▪ They display poor social skills or have a change in their social behaviour <p>At RPHS we use the following skills and experience to identify students' needs:</p> <ul style="list-style-type: none"> ▪ Teachers and school leaders' knowledge and experience of expected rates of progress ▪ Experienced subject specific and specialist SEND teaching and support staff ▪ Through specific, targeted training of teaching and support staff in specific needs <p>We work in collaboration with parents/carers in identification and assessment of Special Educational Needs in the following ways:</p> <ul style="list-style-type: none"> ▪ Meetings with parents /carers gathering information about a student including relevant information about home life ▪ Through telephone calls to parents/ carers ▪ Discussions regarding outside agencies (for example, Educational Psychologists, Speech and Language Therapists, Child and Adolescent Mental Health Services (CAMHS), and LA Behaviour Services) that it may be necessary to involve to support a student ▪ Recording plans of action between home and school to support a student which are reviewed regularly ▪ Regular feedback to parents/ carers regarding student progress or significant changes in attainment |
| <p style="text-align: center;">2.</p> <p>What should I do if I think my child / young person may have Special Educational Needs?</p> | <p>Teachers and support staff at RPHS are available to discuss any concerns that parents/ carers have through:</p> <ul style="list-style-type: none"> ▪ Completing a SEND referral form online, which is sent directly to the Head of Inclusion <p>The following steps are then taken:</p> <ul style="list-style-type: none"> ▪ Arranging face to face meetings with parents/ carers where concerns can be discussed ▪ Ensuring all information/ evidence is available to facilitate discussions with parents/ carers <p>Parents/carers can contact the following school staff at any time to discuss their child's education and well-being by telephone or email:</p> |

- Form Tutor
- Pastoral Team
- Head of Year & Deputy Head of Year
- Key Support worker (KSW)- Access Centre
- Learning Support Assistant (LSA) and HLTA – SEN Department
- Senior Mental Health Lead
- Head of Inclusion
- Senior Leadership Team
- Any member of staff can be contacted through the school website

Main school switchboard: **0208 946 4112**

Email: initialsurname@raynespark.merton.sch.uk

(e.g. Joe Bloggs = jbloggs@raynespark.merton.sch.uk)

If a student is identified as having a Special Educational Need, staff at RPHS will establish whether a student can:

a) Access the school's core offer which includes:

- Early identification of basic literacy and numeracy needs – Targeted students are placed in reading, literacy or numeracy groups to boost skills following communication with parents
- In-class (shared) support in core & identified subjects
- Access to specialist support by subject based Higher Level Teaching assistants (HLTAs)
- Paired reading opportunities with KS4 and 6th form students
- Allocation of a Key Support Worker (KSW)/Learning Support Assistant (LSA) dependant on need
- School staff contacting relevant outside agencies for assessment and support dependant on need
- Extra time for completing work (Access Arrangements assessment)
- Access to a laptop, reader and/scribe as evidenced from the-Access Arrangement's assessment and approved through JCQ
- **ELKLAN** (speech and language)
- **ELSA** (emotional literacy)
- Life Skills groups
- Social skills groups

- Appropriate adaptation of work and grouping

b) Access the Core Offer with support and may need to consider applying for Education, Health Care Plan (EHCP):

- If support through the school's 'Core' offer is unsuccessful then discussions take place with professionals and parents/ carers to decide the way forward
- Allocation of a Key Support Worker (KSW)/Learning Support Assistant (LSA) dependant on need
- School staff will collect evidence and data to support any application for Education, Health Care Plan (EHCP)

c) Already has an Education, Health Care Plan (EHCP), statement or other plan:

- Fulfil the demands of the Education, Health Care Plan (EHCP) in terms of intervention, support and individualised programmes.
- For students with autism as the primary need they can apply through the local authority to access the specialised **Access Centre (ARP)** on site
- Annual reviews and target setting with parents/ carers and associated professionals
- Allocation of a Key Support Worker (KSW) Access Centre/Learning Support Assistant (LSA) SEN Department
- Additional therapies as specified in their Education, Health Care Plan (EHCP) (Speech and Language/ Occupational Therapy/ Counselling/ Careers Advice / Social and Communication)

3.

How will I know how Raynes Park High School supports my child/young person?

How and by whom are support plans developed?

- The Head of Inclusion and support staff work in liaison with teachers, parents and students to develop individual pupil profiles
- Every student with an Education, Health Care Plan (EHCP) will receive a learning plan twice a year
- By looking closely at individual student needs (evaluating academic, social and emotional progress)
- Through assessing what ‘packages’ are available and getting the ‘best fit’ support
- If necessary accessing Borough and private programmes and resources
- By taking on board advice from other professionals (i.e. Speech and Language Therapist (S<))
- By analysing individual attainment and progress across all subject areas

How is it decided if additional adults need to provide support and how is that managed? How will it be explained to me?

- Through looking closely at individual student needs (evaluating academic, social and emotional progress)
- Through closely monitoring and evaluating the impact of support provided
- Through fortnightly Inclusion meetings with Head of Year, Senior Mental Health Lead and Family Liaison Officer
- This will be explained through regular consultation with parents/ carers at every stage

Is extra help always provided from within the school and how are appropriately skilled people from outside the school inputting into the package of support and the implementation of support?

- We attempt to provide support wherever possible from our own extensive school resources to ensure continuity and familiarity
- Where it is not appropriate or possible to provide extra help from within the school’s resources, extra help and support can be accessed via outside agencies as deemed necessary (e.g. Counselling/ School nurse/ Speech and Language Project / Occupational Therapy/ Virtual Behaviour Service (VBS) / Learning Behaviour and Language (LBL) / Jigsaw4U / My Futures / Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS))
- We have strong links with other schools and colleges where appropriate courses can be accessed
- The school will also seek advice from Social Services (MASH) where appropriate

How does the school ensure it is up to date and has the required skills?

- We provide annual Autistic Spectrum Condition (ASC) specific training for all teaching and support staff that work with SEND students
- Biannual Questionnaire to assess staff knowledge on the Autistic Spectrum Condition (ASC) to identify training
- Relevant staff attend Borough led SENCo forums and training courses on the Ordinary Available Guidance
- We work closely with the LBL team to ensure all staff are trained and supported in teaching students who have a diagnosis of dyslexia.
- Staff attend school based CPD on behaviour management
- Relevant staff attend Dyslexia training
- The school has a number of ELSA and ELKLAN qualified staff
- Relevant staff attend Dyscalculia training
- Annual training from a speech and language therapist (S<) for relevant staff
- HLTAs receive subject specific training
- Identified Access Centre staff are trained by the Educational Psychologist to deliver Autism and Me to identified students
- Relevant staff receive annual MAPA (Management of Actual or Potential Aggression) training
- School staff attend a broad range of professional development sessions led by senior staff and lead practitioners

How do the Governors know what provision is needed and what are their responsibilities?

- The Head of Inclusion attends a Governor's meeting annually to report on student progress and needs
- We have a link Governor, who liaises with the Head of Inclusion and visits the departments throughout the year

How does the school check that the provision is effective?

We check that our provision is effective through:

- Provision mapping as a department to ensure that our school offer meets the needs of our students
- Target setting and annual reviews
- Regular tracking and scrutiny of school report data
- Monitoring of reading ages
- Collating feedback from subject teachers through observations, targeted questions and book looks
- Fortnightly Inclusion meetings with Head of Year, Senior Mental Health Lead and Family Liaison Officer

Do all children/young people needing extra help have an Individual Education Plan (IEP)?

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| | <ul style="list-style-type: none"> ▪ Students at RPHS have individualised target setting documents rather than IEPs in line with new statutory guidance. These are called Student Support Plans (SSPs) ▪ Students on the SEND register at Education, Health Care Plan (EHCP) level and identified SEN K students have a written target setting document ▪ Students who require additional support but do not have an Education, Health Care Plan (EHCP) or at SEN Support level benefit from targeted, individualised support as part of the 'core offer' |
| <p style="text-align: center;">4.</p> <p style="text-align: center;">How will the curriculum be matched to my child/young person's needs?</p> | <p>What is the school's approach to adaptive teaching?</p> <ul style="list-style-type: none"> ▪ There is a school expectation that work is matched to students' abilities in all lessons ▪ Class teachers have received extensive training on adaptive teaching ▪ The school set according to ability for core subjects ▪ Smaller groups for students who are academically or socially identified, operate in some year groups where students who are particularly vulnerable are taught in a smaller environment in English, Maths and Science. ▪ Additional support to teaching staff is provided where it is deemed appropriate to enable the students with the greatest needs to access the curriculum to the best of their ability and achieve their full potential ▪ The school ensures that access arrangements for any exams are in place for students who have an entitlement e.g. extra time / reader/reader pen/ scribe/ use of laptop/ oral language modifiers/ prompts/ supervised breaks/ modified exam papers / early opening) ▪ Appropriate environments are provided for students sitting all exams (smaller and low sensory environments) ▪ Some support will be provided through after school sessions <p>Specific, individual education/intervention programmes are planned and delivered in the following ways:</p> <p>The Head of Inclusion will liaise with teaching staff and other professionals to assess the area(s) of need. A programme of intervention is then agreed upon and delivered by the SEND/Access Centre/Pastoral staff or appropriate outside agencies within the school day, by withdrawal from lessons avoiding core subjects.</p> <p>The whole curriculum uses adaptive teaching and organised according to need by:</p> <p>Each department has schemes of work that specify the adaptation of activities for every lesson. This allows students across the range of abilities to access the curriculum, at their level and pace.</p> |

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| | <p>Students access the whole curriculum if specialist equipment is needed by:</p> <p>Students with individual physical needs are assessed through NHS services, e.g. Occupational Therapy, Physiotherapy or other specialists. Any specialist equipment that is required will be supplied by those services. All reasonable adjustments are made within the classroom to accommodate specific specialist equipment.</p> <p>The support for SEND students is provided by the LSA/KSW and the class teacher. Staff are supported to teach SEND students in the following ways:</p> <p>All staff receive annual training from the SEN department on how to support and teach across the range of special needs. Any specific individual needs are communicated to relevant staff through meetings and the SEN booklet which contains the individual student's Outline of Additional Needs and the SEN K information, so that lessons can be adapted and suggested strategies can be shared Autism specific training is also delivered by appropriately trained Access Centre staff, Speech and Language Therapist (S&LT) and Educational Psychologists (EP).</p> |
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| <p>5.</p> <p>How will the school know how well my child/young person is doing?</p> | <p>The school and the Head of Inclusion monitor the attainment and progress of every student on the SEN register every half term through:</p> <ul style="list-style-type: none"> ▪ Two interim reports and one final report every year as for all students ▪ Annual Reviews for students with an Education, Health Care Plan (EHCP) ▪ Liaison between the Head of Inclusion, Key Support Worker (KSW)/Learning Support Assistant (LSA) and Parents/Carers ▪ Liaison between the Head of Inclusion and Heads of Year through Inclusion meetings for every year group. ▪ On-going observation and assessment of SEN students ▪ Tracking of groups and individuals through normal school processes (Measured against their Target Grade) ▪ Liaison with subject teachers and Heads of Department ▪ The Head of Year and other members of the Pastoral Team regularly monitor the attainment and progress of all students in their year group <p>The school and the Head of Inclusion track the attainment and progress of groups and individuals through:</p> <ul style="list-style-type: none"> ▪ Regular contact with parents and carers regarding interim review data ▪ Termly review data drops 3 times per year |
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| | <ul style="list-style-type: none"> ▪ Students are required to complete an assessed piece of work every half term in each subject ▪ SMART Targets are recorded for each subject highlighting the steps needed to improve to the next pathway/level in student planners ▪ Daily, tutorial sessions; Form Tutors develop secure relationships with students through daily contact and challenge students to meet targets ▪ Regular assessments of any intervention programmes in place by Head of Inclusion and Heads of Year ▪ SLT line manage year groups and track progress – SEND students’ progress and achievement is monitored and reported on as a group ▪ Pupil Premium students are monitored carefully ▪ Fortnightly Inclusion meetings with Head of Year, Senior Mental Health Lead and Family Liaison Officer <p>The school and the Head of Inclusion meet the Social, Emotional and Educational needs of the child / young person and measure progress across all areas through:</p> <ul style="list-style-type: none"> ▪ Providing KS3 students at RPHS with regular RSHE&C(Relationships, Sex and Health Education and Citizenship) with identified staff through assemblies and drop down days ▪ Ensuring all students have a Form Tutor and an allocated member of the Pastoral team to support them ▪ Annual reviews of the Education, Health Care Plan (EHCP) ▪ Timetabling personal relationships sessions where appropriate ▪ Timetabling ELSA / ELKLAN – speech and language and emotional literacy sessions as appropriate ▪ EP assessment / referral as necessary and follow up communication with parents/ carers ▪ The allocation of a Key Support Worker (KSW)/Learning Support Assistant (LSA) as appropriate |
| <p>6.</p> <p>How will I know how well my child/young person is doing?</p> | <p>In addition to normal reporting arrangements we provide the following opportunities for parents and carers of SEND students to discuss progress with staff:</p> <ul style="list-style-type: none"> ▪ Two interim reports and one final report every year ▪ SEND and Access Centre Student Support Plans (SSPs) for students with an Education, Health Care Plan (EHCP) and identified SEN K students ▪ Regular information sharing with parents ▪ Through Annual Reviews of Education, Health Care Plans (EHCPs) ▪ We ensure that the pastoral team is available at every Parent’s Evening |

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| | <ul style="list-style-type: none"> ▪ Through communication with the Key Support Worker (KSW)/LSA (phone calls/ emails/ texts) ▪ Through regular use of the school planner or link book between home and school ▪ Through structured conversations with families as the need arises <p>The school assesses Social, Emotional and Educational Needs and measures progress across all areas through:</p> <ul style="list-style-type: none"> ▪ Investigating behaviour logs ▪ Academic progress (current and predicted) ▪ Interim report data ▪ Staff feedback ▪ Observations during lessons ▪ Discussions with parents and carers, ▪ Liaison with Heads of Year and Form Tutors – use of the school reporting system ▪ Keyworkers, HLTAs and other professionals ▪ If appropriate, referral to relevant outside agencies ▪ Use of in school ELKLAN and ELSA staff |
| 7. | <p>We support parents and carers of SEND students by maintaining regular contact between home and school through:</p> <ul style="list-style-type: none"> ▪ Parents attending meetings / Parent’s Evenings ▪ Sharing regular reports and assessments ▪ Conversations between home and school regarding progress ▪ Verbal and written feedback on interventions to parents using impact reports. ▪ Use of school planner ▪ Parents Forum – information sessions for parents and carers ▪ Key Support Worker (KSW)/Learning Support Assistant (LSA) communication with families ▪ School website ▪ Satchel (Homework) <p>We offer the following opportunities to parents / carers to enable them to help support their child out of school:</p> <ul style="list-style-type: none"> ▪ Parents Forum termly– information sessions for parents and carers ▪ Parent’s Evening with subject specific teachers |

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| | <ul style="list-style-type: none"> ▪ Individual student interviews to support significant year group events (examinations / options) |
| <p style="text-align: center;">8.</p> <p>What support will Raynes Park High School provide for my child's overall wellbeing?</p> <p>How will my child's personal or medical needs be met?</p> | <p>We provide the following extensive support for the overall well-being of all SEND students:</p> <ul style="list-style-type: none"> ▪ A strong Pastoral Team consisting of the Form Tutor, The Head of Year and Deputy Head of Year, Senior Leadership Team and Educational Welfare Officer ▪ Referral to the school nurse (with parents' permission) ▪ ELSA groups (Emotional Literacy) ▪ ELKLAN sessions (Speech and Language) ▪ English and Maths intervention groups ▪ Occupational therapy sessions (as advised by specialist and with parental permission) ▪ Referral to Physiotherapy (as required and with parental permission) ▪ Referral to the Visual impairment / Hearing impairment (sensory team) ▪ Low sensory classroom areas ▪ Facilities for students to eat lunch in a quiet, low sensory area ▪ Secure outside facilities exclusively for Access Centre & identified SEND students use <p>The school manages the administration of medicines and ensures excellent personal care by:</p> <ul style="list-style-type: none"> ▪ Ensuring there are adequate fully trained first aiders (Green Team) in all areas of the school (both support and teaching staff) ▪ Ensuring staff are aware of relevant Individual Health Care Plans (e.g. allergy to nuts etc.) ▪ Sharing any additional medical information with relevant staff ▪ Ensuring relevant medical professionals are invited to annual reviews (where appropriate) ▪ Facilitating-identified-staff training sessions on epilepsy/ use of EpiPens etc. depending on the needs of students ▪ Students' medication is kept in a locked cupboard in the Medical Room and is administered by a first aider ▪ Access Centre student's medication is kept in the Access Centre office <p>The following support is available to improve students' attendance, support their behaviour and to avoid suspensions:</p> <ul style="list-style-type: none"> ▪ An experienced SEND and Access Centre team who work closely with students and families to ensure high standards of education and personal care ▪ Access Centre Behaviour Policy with (RA) Reasonable Adjustments for Access Centre students |

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| | <ul style="list-style-type: none"> ▪ A strong Pastoral team consisting of the Form Tutor, The Head of Year and Deputy Head of Year, Senior Leadership Team and Educational Welfare Officer ▪ An Inclusion Centre (IC) that supports vulnerable students and students who are at risk of further suspensions ▪ An Attendance Officer who monitors whole school attendance, liaises with parents / carers and works with students to improve and monitor attendance and punctuality issues ▪ Clear Behaviour Policy ▪ Reward incentives <p>The school's approach to bullying, safeguarding and promoting positive mental health can be seen through:</p> <ul style="list-style-type: none"> ▪ The school's comprehensive Behaviour policy ▪ The Safeguarding Team is experienced and deal with all matters pertaining to child protection and safeguarding and are responsible for escalating any safeguarding concerns. They are as follows: ▪ Mr Phil Nash (AHT – Designated Safeguarding Lead) pnash@raynespark.merton.sch.uk 020 8946 4112 ext. 1007 ▪ Miss Kirsten Taylor (Headteacher – Deputy DSL) ktaylor@raynespark.merton.sch.uk ▪ Ms Selin Yusuf (Senior Mental Health Lead & Safeguarding Officer) syusuf@raynespark.merton.sch.uk 020 8946 4112 ext. 1113 ▪ Ms Shirley Hegarty (Family Liaison & Safeguarding Officer) shegarty@raynespark.merton.sch.uk 020 8946 4112 ext. 1110 |
| <p>9.</p> <p>How will my child be able to contribute their views on how things are going?</p> | <p>At Raynes Park High School, we greatly value our students' thoughts and ideas and provide the following support and opportunities to let their voice be heard:</p> <ul style="list-style-type: none"> ▪ Our students are always invited to be part of review meetings with parents/carers ▪ Weekly 1-1 sessions are arranged with Key Support Workers/LSAs ▪ We always operate an open door policy for students with issues to discuss ▪ SEND students are encouraged to apply to be tutor group representatives and to join the student cabinet ▪ We ensure that all students are aware of the appropriate points of contact and forums to express their ideas (displayed in the SEN Department and Access Centre) ▪ Students are part of the target setting process ▪ Students fill in a response form as part of the Annual Review process |
| <p>10.</p> | <p>We employ a number of specialist staff with the following qualifications:</p> |

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| <p>What specialist service and expertise are available at or accessed by the school?</p> | <ul style="list-style-type: none"> ▪ We provide annual ASC specific training for all teaching and support staff that work with all SEND students ▪ We employ ELSA and ELKLAN qualified staff ▪ We provide dyscalculia and dyslexia training for relevant staff ▪ We ensure relevant staff receive annual training from a Speech and Language Therapist (S&LT) ▪ Our Higher Learning Teaching Assistants (HLTAs) receive subject specific training ▪ Identified Access Centre staff are trained by the Educational Psychologist to deliver Autism and Me to identified students ▪ Testing for Access Arrangements (support for Exam Concessions) <p>The following specialist services are also accessed through the school:</p> <ul style="list-style-type: none"> ▪ Liaison with Social Services ▪ Child and Adolescent Mental Health Services (CAMHS) ▪ Occupational Therapy (OT) ▪ Speech and Language Therapy (S&LT) ▪ Cognitive Behavioural Therapy (CBT) from Educational Psychologists ▪ Lego Therapy ▪ Extra-curricular clubs ▪ Emotional Literacy Support Assistant (ELSA) ▪ Speech and Language (ELKLAN) ▪ Virtual Behaviour Service (VBS) ▪ Educational Psychologist (EP) ▪ Merton Sensory Team for students with visual and hearing impairment ▪ Jigsaw4U (Specialist Support Practitioners to support students and families linked to Social Emotional and Mental Health SEMH)) ▪ Physiotherapy as appropriate |
| <p>11.</p> <p>What training have the staff supporting children and young people with SEN had or are having?</p> | <p>The general and specific training provided to all staff including disability awareness training is as follows:</p> <p>General training:</p> <ul style="list-style-type: none"> ▪ Annual SEND training and ASC training delivered by the EP, SEN Department and/or Access Centre for all staff <p>Specific Training includes:</p> |

ELKLAN (Speech and Language)
Emotional Literacy Support Assistant (ELSA)
Subject specific training
Using Social stories and Comic Strip conversations
Use of Abstract Language in the classroom
Autistic Spectrum Condition (ASC) awareness
Dyslexia awareness
Behaviour management
Higher Level Teaching Assistant (HLTA)
Memory skills and fine motor skills
Management of Actual or Potential Aggression (MAPA) – Accredited
Positive Behaviour and De-escalation
Speech and Language Communication (SLCN)

The qualifications and experiences needed by key staff with overall responsibilities are:

National Award for SEN Coordination (Level 7) (SENCo/Head of Inclusion)

Future or planned training includes:

A post-graduate qualification (post graduate diploma or master's level) in working with children with an ASC. (Head of Access Centre (ARP))

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| <p>12.</p> <p>How will my child / young person be included in activities outside the classroom including school trips?</p> | <p>At Raynes Park High School, all activities outside the classroom are as inclusive as is possible. SEND students are:</p> <ul style="list-style-type: none"> ▪ Provided with KSW/LSA support as appropriate to support their needs to facilitate their participation ▪ Invited to all mainstream activities <p>The member of staff leading any trip / activity completes a rigorous risk assessment which is then signed off by the EVC.</p> <ul style="list-style-type: none"> ▪ Reasonable adjustments are made to all activities to ensure maximum participation for all ▪ Health and safety is always rigorously assessed ▪ Parents' advice and permission is always sought prior to any school visit off site |
| <p>13.</p> <p>How accessible is the school environment?</p> | <p>The environment at Raynes Park High School is accessible to all students through:</p> <ul style="list-style-type: none"> ▪ The Access Centre has low arousal lighting in communal areas, break away spaces, 1-1 rooms, and a dedicated play area for the Access Centre students ▪ There are a number of disabled toilets around the school including gender-neutral toilets ▪ There is appropriate lift access in every building on site ▪ The school is completely wheelchair compliant with lifts and ramps throughout ▪ Translators are used in some circumstances with families where English is not their first language ▪ Any improvements to the visual or auditory environment that are required will be made after appropriate planning and the assessment of students' needs ▪ Any specialist equipment that is needed will be purchased according to student needs and allocated budget ▪ Students with specific, physical needs visiting the school with appropriate professionals to assess and judge what adjustments need to be made |
| <p>14.</p> <p>How will the school prepare and support my child/young person when joining Raynes Park High School, transferring to a new school or planning for the next stage of their education, employment or training?</p> | <p>At RPHS we take the transition needs of all students very seriously and offer the following support for SEND students:</p> <ul style="list-style-type: none"> ▪ Additional sessions are scheduled for SEND students entering Year 7. They happen in the Summer Term and consist of 2 sessions for the SEN Department students and 4 sessions for the Access Centre students where the students have 2 small group lessons per visit. For each session they stay and spend time with current Access Centre students and/or SEND students during a break or lunch time <p>Their primary LSAs accompany them to ensure there is a familiar person, but all teaching and support is delivered by Access Centre/ SEND staff/Mainstream staff</p> |

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| | <ul style="list-style-type: none"> ▪ The Head of Inclusion or Head of Access Centre attends the Annual Reviews of all Education, Health Care Plan (EHCP) Year 6 students prior to them starting at RPHS ▪ Visits are made to the primary schools prior to the Admission’s Panel meeting to assess the suitability of the placement ▪ Parents are invited to visit the SEN Department or Access Centre throughout Year 5 and Year 6 as appropriate ▪ Students are encouraged to visit and take photos and ask questions ▪ Primary schools provide Annual Review and other paperwork at hand over meetings and discussions are had between the Head of Inclusion or Head of Access Centre and Primary SENCo to establish best approaches for each child ▪ Merton Special Educational Needs Information, Advice and Support Service (MIASS) or the outer Borough equivalent will also liaise with the school and parents/carers ▪ The Head of Inclusion or Head of Access Centre including the SEND/Access Centre teams would be fully involved in supporting any student transferring from Raynes Park High School and would prepare all necessary information and attend any meeting necessary to ensure their smooth transition ▪ This is in addition to all the other activities arranged by the school to integrate and familiarise all students joining the school ▪ The Head of Inclusion, Designated Safeguarding Lead, Senior Mental Health Lead & Safeguarding Officer attend Merton Transition Days with Merton feeder schools during the Summer Term |
| <p style="text-align: center;">15.</p> <p style="text-align: center;">How are the school’s resources allocated and matched to child/young person’s Special Educational Needs?</p> | <p>The following resources are available to support students with their individual needs and are allocated as below:</p> <ul style="list-style-type: none"> ▪ Students with an Education, Health Care Plan (EHCP) have outcomes which are addressed through adaptive teaching and resources, and a modified timetable as appropriate ▪ Extra support, specific programmes or interventions and outside agencies are accessed according to the need of the student, for both Education, Health Care Plan (EHCP) and SEND Support students ▪ The SEND budget funds reading groups, literacy groups, numeracy groups, in-class support and KS4 support groups ▪ The Pupil Premium budget also funds resources and extra tutoring/ intervention for targeted students ▪ Students are part of the groups if assessed to be appropriate by the school and all professionals working with the individual ▪ One to one/small group bespoke sessions are organised if students are not able to access any of the above ▪ If interventions in school and the referral to outside agencies are not able to meet the needs of a student, then the school will seek further funding through the request for a statutory assessment by the Borough to access more support ▪ All interventions are monitored through assessment of starting levels and re-assessment at the end of the intervention ▪ A decision is then made on whether to continue the programme or to end it |

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| <p>16.</p> | <p>It is important to ensure that all SEND students at Raynes Park High School are provided with the appropriate level of support. The level of support required is decided in the following ways:</p> <ul style="list-style-type: none"> ▪ The Head of Inclusion is responsible for ensuring that the SEND provision meets the needs of the students ▪ Support plans listed on an Education, Health Care Plan (EHCP) are strictly adhered to ▪ All decisions regarding modified timetables will be in consultation with parents and class teachers ▪ Decisions are made based on individual need and progress and always involve a discussion with the parent/ carer ▪ Provision maps are shared at Annual Review, or earlier if requested ▪ Interventions are monitored regularly and progress is measured. Social Skills, SALT and ELSA are measured against observations of behaviour, behaviour points and feedback from staff, students and parents ▪ The Head of Inclusion or Head of Access Centre, SEND or Access Centre team will regularly review a student's attainment and progress to ensure that any provision put in place is having a positive impact |
| <p>17.</p> <p>How will I be involved in discussions about and planning for my child/young person's education?</p> | <p>Parents are always involved in decision making about aspects of their child's educational provision in the following ways:</p> <ul style="list-style-type: none"> ▪ Through regular discussions and communication with the Key Support Worker (KSW)/Learning Support Assistant (LSA) ▪ Through attending all relevant meetings/Annual Reviews where provision will be discussed ▪ Through discussing any concerns with the relevant member of the SEND or Access Centre team ▪ Through attending Parents' Evenings where attainment and progress are discussed |
| <p>18.</p> <p>How can I be involved in the school more generally?</p> | <p>Parents/carers are actively encouraged to be more involved in the school community. Any parent or carer can become more involved through:</p> <ul style="list-style-type: none"> ▪ Attending SEND/Access Centre information events ▪ Attending all subject and pastoral Parents' Evenings |
| <p>19.</p> | <p>The SEND and Access Centre team at Raynes Park High School are always available to discuss any aspect of your child's education and can be contacted by email or telephone as below:</p> |

Who can I contact for further information?

- Your child's Key Support Worker (KSW)/LSA would be your first point of contact if you have any concerns
- Your child's Form Tutor
- Your child's Head of Year or Deputy Head of Year
- Head of Inclusion/SENCo
- Head of Access Centre
- Assistant SENCo

Heads of Year are as follows:

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| Head of Year 7 Deputy Head of Year | Mr Ray Burnett Miss Tehirja Ogbonna | rburnett@raynespark.merton.sch.uk togbonna@raynespark.merton.sch.uk |
| Head of Year 8 Deputy Head of Year | Miss Sophie Crossfield Mr Tom Ayre | scrossfield@raynespark.merton.sch.uk tayre@raynespark.merton.sch.uk |
| Head of Year 9 Deputy Head of Year | Ms Jade Clark Miss Masie Thumwood | iclark@raynespark.merton.sch.uk mthumwood@raynespark.merton.sch.uk |
| Head of Year 10 Deputy Head of Year | Mr George Arnot Mr Ellis Forrester | garnot@rayneswpark.merton.sch.uk eforrester@raynespark.merton.sch.uk |
| Head of Year 11 Deputy Head of Year | Mr Wesley Bartlett Mr Omatete Bolili | wbartlett@raynespark.merton.sch.uk obolili@raynespark.merton.sch.uk |

Key SEND Staff:

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| Miss Jaclyn Fowler Head of Inclusion/SENCo | jfowler@raynespark.merton.sch.uk | 02089464112 ext. 1108 |
| Mr Ryan Jones Head of Access Centre (ARP) | rjones@raynespark.merton.sch.uk | 02089464112 ext.1133 |
| Miss Becky McLaren | bmclaren@raynespark.merton.sch.uk | 02089464112 ext. 1145 |

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| Assistant SENCo | | |
| Mrs Natalie Cornelius SEND Administrative Assistant | ncornelius@rayneaspark.merton.sch.uk | 02089464112 ext. 1128 |

Contact through telephone / email / link book / parents' evenings

20.
What should I do if I am considering whether this is the right school for my child/young person?

If you are considering whether Raynes Park High School is the right school for your child you could:

- Call us and speak to the Head of Inclusion or Head of Access Centre
- Speak to the Merton Special Educational Needs Information and Advice and Support Service (MIASS): Fran Turko (MIASS Officer)/Shazia Khan (Child and Young Person's Support Worker)
fran.turko@merton.gov.uk
shazia.khan@merton.gov.uk
- Visit the school to look at the SEND/Access Centre provision and meet key staff
- Arrange a meeting with the Head of Inclusion or Head of Access Centre
- Visit the school website www.rphs.org.uk
- Speak to the Local Authority Education, Health Care Plan (EHCP) Coordinator
- Attend all organised Open Evenings, Open Days and Information Evenings
- Attend local support groups and speak to other families