



## **MERTON EDUCATION PARTNERSHIP**

Children and Families Act 2014

### **The Local Offer from schools, settings and colleges**

Raynes Park High School  
September 2018

Head teacher: Mrs Kirsten Heard

Inclusion Manager: Ms Jaclyn Fowler  
SENCo : Mr Stuart Hughes

Safeguarding Lead: Ms Lorraine Finan

SEN Governor: Ms Margaret Tulloch

Raynes Park High School is a mixed co-educational 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

<p style="text-align: center;"><b>1.</b></p> <p><b>How does Raynes Park High School know if a child / young person needs extra help?</b></p>	<p><b>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 a differentiated approach.</b></p> <p><b>We support students with:</b></p> <ul style="list-style-type: none"> <li>▪ ASD</li> <li>▪ SEMH</li> <li>▪ Cognition and Learning</li> <li>▪ SLCN</li> </ul>
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- SPLD
- ADHD
- Dyspraxia
- PD
- MLD

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

- If they already have a Statement / EHCP, the school is consulted by the borough for an appropriate placement within RPHS SEND, either Mainstream or the Access Centre.
- 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

**We know if students need extra help when:**

- KS2 Entry Scores for English and Maths are below 'secondary ready'.
- 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
- 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

**At Raynes Park we use the following skills and experience to identify students' needs:**

- Teachers and school leaders' knowledge and experience of expected rates of progress

	<ul style="list-style-type: none"> <li>▪ Experienced subject specific and specialist SEND teaching and support staff</li> <li>▪ Through specific, targeted training of teaching and support staff in specific needs</li> <li>▪ <b>We work in collaboration with parents/carers in identification and assessment of Special Educational Needs in the following ways:</b></li> <li>▪ Meetings with parents /carers gathering information about a student including relevant information about home life</li> <li>▪ Through telephone calls to parents/ carers</li> <li>▪ Discussions regarding <u>outside agencies</u> (for example, Educational Psychologists, Speech and Language Therapists, CAMHS, and Borough Behaviour Services) that it may be necessary to involve to support a student</li> <li>▪ Recording plans of action between home and school to support a student which are reviewed regularly</li> <li>▪ Regular feedback to parents/ carers regarding student progress or significant changes in attainment</li> </ul>
<p style="text-align: center;"><b>2.</b></p> <p><b>What should I do if I think my child / young person may have Special Educational Needs?</b></p>	<p><b>Teachers and support staff at Raynes Park are available to discuss any concerns that parents/ carers have through:</b></p> <ul style="list-style-type: none"> <li>▪ Completing a SEND referral form online, which is sent directly to the SENCo. <ul style="list-style-type: none"> <li>○ The following steps are then taken:</li> </ul> </li> <li>▪ Arranging face to face meetings with parents/ carers where concerns can be discussed</li> <li>▪ Ensuring all information/ evidence is available to facilitate discussions with parents/ carers</li> </ul> <p><b>Parents / carers can contact the following school staff at any time to discuss their child/young person’s education and well- being by telephone or email:</b></p> <ul style="list-style-type: none"> <li>▪ Your child’s tutor</li> <li>▪ The Pastoral Team</li> <li>▪ The relevant Head of Year</li> <li>▪ The relevant Key Support worker / LSA / HLTA</li> <li>▪ The SENCo</li> <li>▪ The Senior Leadership Team</li> <li>▪ Any member of staff can be contacted through the school website</li> </ul> <p>Main school switchboard: <b>0208 946 4112</b> Email: initialsurname@raynespark.merton.sch.uk</p>

(e.g. Joe Bloggs = [jbloggs@raynespark.merton.sch.uk](mailto:jbloggs@raynespark.merton.sch.uk))

**If a student is identified as having a Special Educational Need, staff at Raynes Park 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 subjects
- Inclusion in a booster group for identified students
- Access to specialist support by subject based Higher Level Teaching assistants (HLTAs)
- Paired reading opportunities with KS4 and 6<sup>th</sup> form students
- Allocation of a Key Support Worker dependant on need (KSW)
- School staff contacting relevant outside agencies for assessment and support dependant on need
- Extra time for completing work
- Access to a laptop and scribe as deemed necessary
- **ELKLAN** ( speech and language)
- **ELSA** ( emotional literacy)
- Social skills groups
- Appropriate differentiation of work and grouping

**b) Access the core offer with support and may need to consider applying for 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) dependant on need
- School staff will collect evidence and data to support any application for EHCP

**c) Already has an EHCP, statement or other plan:**

- Fulfil the demands of the 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** on site

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|  | <ul style="list-style-type: none"><li>▪ Annual reviews and target setting with parents/ carers and associated professionals</li><li>▪ Allocation of a Key Support Worker (KSW)</li><li>▪ Additional therapies as specified in their EHCP ( Speech and Language/ Occupational Therapy/ Counselling/ Careers Advice / Social and Communication)</li></ul> |
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3.

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

**How and by whom are support plans developed?**

- The SENCo and support staff work in liaison with teachers, parents and students to develop individual support plans
- Every student who is on the SEN register will receive a support plan (IEP) twice a year

**How is it decided what the appropriate package of support might be and what evidence base may be used?**

- 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
- 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
- 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 / Transforming Families/ WISH/ Educational Psychologists, 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?**

4.

**How will the curriculum be matched to my child/young person's needs?**

**What is the school's approach to differentiation?**

- There is a school expectation that work is matched to students' abilities in all lessons
- Class teachers have received extensive training on differentiation
- The school set according to ability for core subjects
- Booster groups, small groups for students who are academically or socially identified, operate in year 7 to 11 where students who are particularly vulnerable are taught in a smaller environment in English, Maths and Science.
- Occasionally, some students are taught in very small groups to ensure maximum support
- 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 / readers/ 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

**Specific, individual education/intervention programmes are planned and delivered in the following ways:**

The SENCo 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 staff or appropriate outside agencies within the school day, by withdrawal from certain lessons.

**The whole curriculum is differentiated and organised according to need by:**

Each subject department has schemes of work that specify differentiated activities for every lesson. This allows students across the range of abilities to access the curriculum, at their level and pace.

**Students access the whole curriculum if specialist equipment is needed by:**

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><b>The support for SEND students is provided by both the KSW and the class teacher. Staff are supported to teach SEND students in the following ways:</b></p> <p>All staff receives annual training from the SEND department on how to support and teach across the range of special needs. Any specific individual needs are communicated to relevant staff so that lessons can be adapted and suggested strategies can be shared.</p> <p>Autism specific training is also delivered by appropriately trained SEND staff.</p>
<p style="text-align: center;">5.</p> <p><b>How will the school know how well my child/young person is doing?</b></p>	<p><b>The school and the SENCo monitor the attainment and progress of every student on the SEN register every half term through:</b></p> <ul style="list-style-type: none"> <li>▪ Two interim reports and one final report every year as for all students.</li> <li>▪ Annual Reviews for students with an EHCP</li> <li>▪ Liaison between the SENCo, Key Support Workers and Parents/Carers</li> <li>▪ Liaison between the SENCo and Heads of Year</li> <li>▪ On-going observation and assessment of SEN students</li> <li>▪ Tracking of groups and individuals through normal school processes (Measured against their Target Grade)</li> <li>▪ Liaison with subject teachers – and Heads of Department</li> <li>▪ The Head of Year and other members of the pastoral team regularly monitor the attainment and progress of all students in their year group</li> </ul> <p><b><u>The school and the SENCo track the attainment and progress of groups and individuals through:</u></b></p> <ul style="list-style-type: none"> <li>▪ Regular contact with parents and carers regarding interim review data</li> <li>▪ Interim Review data drops 3 times per year.</li> <li>▪ Students are required to complete an assessed piece of work every half term in each subject</li> <li>▪ Teachers write summative reports highlighting students’ attainment and progress at the end of the year</li> <li>▪ <b>SMART Targets</b> are recorded for each subject highlighting the steps needed to improve to the next pathway/level in student planners</li> <li>▪ Daily, morning tutorial sessions. Tutors develop secure relationships with students through daily contact and tutors challenge students to meet targets</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Regular assessments of any intervention programmes in place by Heads of Year</li> <li>▪ SLT line manage year groups and track progress – SEND students’ progress and achievement is monitored and reported on as a group</li> <li>▪ Pupil Premium students are monitored carefully</li> </ul> <p><b>The school and the SENCo meet the Social, Emotional and Educational needs of the child / young person and measure progress across all areas through:</b></p> <ul style="list-style-type: none"> <li>▪ Providing all students at Raynes Park with regular <u>Learn 4 Life lessons</u> (Personal, Social, Health and Economic) with tutors</li> <li>▪ Ensuring all students have a Tutor and an allocated member of the Pastoral team to support them</li> <li>▪ Annual reviews of the EHCP</li> <li>▪ Timetabling personal relationships sessions where appropriate</li> <li>▪ Timetabling ELSA / ELKLAN – speech and language and emotional literacy sessions as appropriate</li> <li>▪ EP assessment / referral as necessary and following communication with parents/ carers</li> <li>▪ The allocation of a Key Support Worker as appropriate</li> </ul>
<p style="text-align: center;"><b>6.</b></p> <p><b>How will I know how well my child/young person is doing?</b></p>	<p><b>In addition to normal reporting arrangements we provide the following opportunities for parents and carers of SEND students to discuss progress with staff:</b></p> <ul style="list-style-type: none"> <li>▪ Two interim reports and one final report every year</li> <li>▪ SEND Support Summary (IEP) for students with an EHCP</li> <li>▪ Regular information sharing with parents</li> <li>▪ Through Annual Reviews of EHCPs</li> <li>▪ We ensure that the SENCo is available at every subject parents’ evening</li> <li>▪ Through communication with the KSW ( phone calls/ emails/ texts)</li> <li>▪ Through regular use of the school planner or link book between home and school</li> <li>▪ Through structured conversations with families as the need arises</li> </ul> <p><b>The school assesses Social, Emotional and Educational Needs and measures progress across all areas through:</b></p> <ul style="list-style-type: none"> <li>▪ Investigating behaviour logs</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Academic progress (current and predicted)</li> <li>▪ Interim report data</li> <li>▪ Staff feedback</li> <li>▪ Observations during lessons</li> <li>▪ Discussions with parents and carers,</li> <li>▪ Liaison with Heads of Year and form tutors – use of the school reporting system</li> <li>▪ Keyworkers, HLTAs and other professionals</li> <li>▪ If appropriate, referral to relevant outside agencies</li> <li>▪ Use of in school ELKLAN and ELSA staff</li> </ul>
<p style="text-align: center;"><b>7.</b></p> <p><b>How will you help me support my child/young person’s learning?</b></p>	<p><b>We support parents and carers of SEND students by maintaining regular contact between home and school through:</b></p> <ul style="list-style-type: none"> <li>▪ Parents attending meetings / subject parents evenings</li> <li>▪ Sharing regular reports and assessments</li> <li>▪ Conversations between home and school regarding progress</li> <li>▪ Feedback on interventions to parents</li> <li>▪ Use of school planner</li> <li>▪ Use of the link book</li> <li>▪ Parents Forum – information sessions for parents and carers</li> <li>▪ KSW communication with families</li> <li>▪ SOW and resources are on FROG – school website</li> </ul> <p><b>We offer the following opportunities to parents / carers to enable them to help support their child out of school:</b></p> <ul style="list-style-type: none"> <li>▪ Training sessions for parents– coffee mornings including presentations on school interventions</li> <li>▪ Parents Forum half termly– information sessions for parents and carers</li> <li>▪ Parents Evening with subject specific teachers</li> <li>▪ Individual student interviews to support significant year group events (examinations / options)</li> </ul>
	<p><b>We provide the following extensive support for the overall well-being of all SEND students:</b></p>

**8.**

**What support will Raynes Park High School provide for my child's overall wellbeing?**

**How will my child's personal or medical needs be met?**

- A strong Pastoral team consisting of The Tutor– The Head of Year – Senior Leadership – Educational Welfare Officer
- Referral to the school nurse (with parents' permission)
- **ELSA** groups (Emotional Literacy)
- **ELKLAN** sessions (Speech and Language)
- Booster English and Maths 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 SEND students use

**The school manages the administration of medicines and ensures excellent personal care by:**

- Ensuring there are adequate fully trained first aiders in all areas of the school (both support and teaching staff)
- Ensuring staff are aware of relevant 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 whole 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 Student Services and is administered by a first aider

**The following support is available to improve students' attendance, support their behaviour and to avoid fixed term exclusions:**

- An experienced SEND team who work closely with students and families to ensure high standards of education and personal care
- A strong Pastoral team consisting of The Tutor– The Head of Year – Senior Leadership Team – Educational Welfare Officer
- An Inclusion Centre (IC) that supports vulnerable students and students who are at risk of further exclusions
- An Attendance Officer who monitor whole school attendance, liaise with parents / carers and work with students to

	<p>improve and monitor attendance and punctuality issues</p> <ul style="list-style-type: none"> <li>▪ Clear Behaviour for Learning policy (accessible on FROG)</li> <li>▪ Giving reward incentives</li> </ul> <p><b>The school’s approach to bullying, safeguarding and promoting positive mental health can be seen through:</b></p> <ul style="list-style-type: none"> <li>▪ The school’s comprehensive Behaviour for Learning policy</li> <li>▪ The school 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:</li> <li>▪ Ms Lorraine Finan ( AHT – Designated Safeguarding Lead) <a href="mailto:lfinan@raynespark.merton.sch.uk">lfinan@raynespark.merton.sch.uk</a> 020 8946 4112 ext. 1007</li> <li>▪ Ms Carol Bartlett ( PA to DHT) <a href="mailto:cbartlett@raynespark.merton.sch.uk">cbartlett@raynespark.merton.sch.uk</a> 020 8946 4112 ext. 1205</li> </ul>
<p style="text-align: center;"><b>9.</b></p> <p style="text-align: center;"><b>How will my child be able to contribute their views on how things are going?</b></p>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>▪ Our students are always invited to part of review meetings with parents / carers</li> <li>▪ 1-1 sessions are arranged with Key Support Workers as necessary</li> <li>▪ We always operate an open door policy for students with issues to discuss</li> <li>▪ SEND students are encouraged to apply to be tutor group representatives and to join the school council</li> <li>▪ We ensure that all students are aware of the appropriate points of contact and forums to express their ideas (displayed in SEND base)</li> <li>▪ Students are part of the target setting process</li> <li>▪ Students fill in a response form as part of the annual review process</li> </ul>
<p style="text-align: center;"><b>10.</b></p> <p style="text-align: center;"><b>What specialist service and expertise are available at or accessed by the school?</b></p>	<p><b>We employ a number of specialist staff with the following qualifications:</b></p> <ul style="list-style-type: none"> <li>▪ We provide annual ASD specific training for all teaching and support staff that work with SEND students</li> <li>▪ We employ ELSA and ELKLAN qualified staff</li> <li>▪ We provide dyscalculia and dyslexia training for relevant staff</li> <li>▪ We ensure relevant staff receive annual training from a Speech and Language Therapist</li> <li>▪ Our Higher Learning Teaching Assistants receive subject specific training</li> </ul>

	<ul style="list-style-type: none"> <li>▪ A number of SEND support staff are qualified to deliver 'Rebound Therapy' to students</li> <li>▪ Testing for exam concessions</li> </ul> <p><b>The following specialist services are also accessed through the school:</b></p> <ul style="list-style-type: none"> <li>▪ Liaison with Social Services</li> <li>▪ CAMHS</li> <li>▪ Occupational Therapy</li> <li>▪ Speech and Language Therapy (SALT)</li> <li>▪ Cognitive Behavioural Therapy from Educational Psychologists</li> <li>▪ Lego Therapy</li> <li>▪ Extra-curricular clubs</li> <li>▪ ELSA</li> <li>▪ ELKLAN</li> <li>▪ VBS – Virtual Behaviour Service</li> <li>▪ Educational Psychologist</li> <li>▪ Merton Sensory Team for students with visual and hearing impairment</li> <li>▪ Jigsaw4U</li> <li>▪ Physiotherapy as appropriate</li> </ul>
<p style="text-align: center;"><b>11.</b></p> <p><b>What training have the staff supporting children and young people with SEN had or are having?</b></p>	<p><b>The general and specific training provided to all staff including disability awareness training is as follows:</b></p> <p><b>General training:</b></p> <ul style="list-style-type: none"> <li>▪ Annual SEND training and ASD training delivered by the SEND department for all staff</li> </ul> <p><b>Specific Training includes:</b></p> <p>ELKLAN training (Speech and Language)          ELSA training (Emotional Literacy)          Subject specific training          Using Social stories and Comic Strip conversations          Use of Abstract Language in the classroom          ASD awareness training          Dyslexia awareness training</p>

Behaviour management

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

National Award for SEN Coordination (Level 7) ( Lead SENCo)

**Future or planned training includes:**

Memory skills and fine motor skills

<p style="text-align: center;"><b>12.</b></p> <p><b>How will my child / young person be included in activities outside the classroom including school trips?</b></p>	<p><b>At Raynes Park High School, all activities outside the classroom are as inclusive as is possible. SEND students are:</b></p> <ul style="list-style-type: none"> <li>▪ Provided with KSW support as appropriate to support their needs to facilitate their participation</li> <li>▪ Invited to all mainstream activities</li> </ul> <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"> <li>▪ Reasonable adjustments are made to all activities to ensure maximum participation for all</li> <li>▪ Health and safety is always rigorously assessed</li> <li>▪ Parents' advice and permission is always sought prior to any school visit off site</li> </ul>
<p style="text-align: center;"><b>13.</b></p> <p><b>How accessible is the school environment?</b></p>	<p><b>The environment at Raynes Park High School is accessible to all students through:</b></p> <ul style="list-style-type: none"> <li>▪ The <b>Access Centre</b> has low arousal lighting in communal areas, break away spaces, 1-1 rooms, and a dedicated play area.</li> <li>▪ There are a number of disabled toilets around the school</li> <li>▪ There is appropriate lift access in every building on site</li> <li>▪ The school is completely wheelchair compliant with lifts and ramps throughout</li> <li>▪ Translators are used in some circumstances with families where English is not their first language</li> <li>▪ Any improvements to the visual or auditory environment that are required will be made after appropriate planning and the assessment of students' needs</li> <li>▪ Any specialist equipment that is needed will be purchased according to student needs and allocated budget.</li> <li>▪ Students with specific, physical needs visiting the school with appropriate professionals to assess and judge what adjustments need to be made</li> </ul>
<p style="text-align: center;"><b>14.</b></p> <p><b>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</b></p>	<p><b>At Raynes Park we take the transition needs of all students very seriously and offer the following support for SEND students:</b></p> <ul style="list-style-type: none"> <li>▪ Additional sessions are scheduled for SEND students entering Year 7. They happen in the summer term and consist of 3/4 mornings where the students have 2 small group lessons per visit. For each session they stay and mingle with current Access and SEND students at break time Their primary LSAs accompany them to ensure there is a familiar person, but all teaching and support is delivered by Access Centre or SEND staff</li> <li>▪ The SENCo or Access Manager attends the Annual Reviews of all statemented Year 6 students prior to them starting at</li> </ul>



<p><b>their education, employment or training?</b></p>	<p>RPHS</p> <ul style="list-style-type: none"> <li>▪ Visits are made to the primary schools prior to the Admissions Panel meeting to assess the suitability of the placement.</li> <li>▪ Parents are invited to visit the SEND provision throughout Year 5 and Year 6 as appropriate</li> <li>▪ Students are encouraged to visit and take photos and ask questions</li> <li>▪ Primary schools provide Annual review and other paperwork at hand over meetings and discussions are had between the SENCo and Primary SENCo to establish best approaches for the child</li> <li>▪ The Parent Partnership Officer will also liaise with the Schools and Parents</li> <li>▪ The SENCo and the SEND team would be fully involved in supporting any young person transferring out of Raynes Park High School and would prepare all necessary information and attend any meeting necessary to ensure their smooth transition</li> <li>▪ This is in addition to all the other activities arranged by the school to integrate and familiarise all pupils joining the school</li> </ul>
<p style="text-align: center;"><b>15.</b></p> <p><b>How are the school's resources allocated and matched to child/young person's Special Educational Needs?</b></p>	<p><b>The following resources are available to support students with their individual needs and are allocated as below:</b></p> <ul style="list-style-type: none"> <li>▪ Students with an EHCP have outcomes which are addressed through differentiated work, adapted timetable as appropriate</li> <li>▪ Extra support, specific programmes or interventions and outside agencies are accessed according to the need of the student, for both EHCP and SEND support students</li> <li>▪ The SEND budget funds reading groups, literacy groups, numeracy groups, in-class support and KS4 support groups</li> <li>▪ The Pupil Premium budget also funds resources and extra tutoring/ intervention for targeted students</li> <li>▪ Students are part of the groups if assessed to be appropriate by the school and all professionals working with the individual</li> <li>▪ One to one bespoke sessions are organised if students are not able to access any of the above</li> <li>▪ If interventions in school and the referral to outside agencies are not able to meet the needs of an individual, then the school will seek further funding through the request for a statutory assessment by the Borough to access more support.</li> <li>▪ All interventions are monitored through assessment of starting levels and re-assessment at the end of the intervention</li> <li>▪ A decision is then made on whether to continue the programme or to end it</li> </ul>
	<p><b>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:</b></p>

	<ul style="list-style-type: none"> <li>▪ The SENCo is responsible for ensuring that the SEND provision meets the needs of the students</li> <li>▪ Support plans listed on an EHCPs are strictly adhered to</li> <li>▪ All decisions regarding modified timetables will be in consultation with parents and class teachers.</li> <li>▪ Decisions are made based on individual need and progress and always involve a discussion with the parent/ carer</li> <li>▪ Provision maps are shared at Annual Review, or earlier if requested</li> <li>▪ 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</li> <li>▪ The SENCo and SEND team will regularly review a student's attainment and progress to ensure that any provision put in place is having a positive impact</li> </ul>
<p style="text-align: center;"><b>17.</b></p> <p><b>How will I be involved in discussions about and planning for my child/young person's education?</b></p>	<p><b>Parents are always involved in decision making about aspects of their child's educational provision in the following ways:</b></p> <ul style="list-style-type: none"> <li>▪ Through regular discussions and communication with the Key Support Worker (KSW)</li> <li>▪ Through attending all relevant meetings/ annual reviews where provision will be discussed.</li> <li>▪ Through discussing any concerns with the relevant member of the SEND team.</li> <li>▪ Through attending subject specific parents' evenings where attainment and progress are discussed</li> </ul>
<p style="text-align: center;"><b>18.</b></p> <p><b>How can I be involved in the school more generally?</b></p>	<p><b>Parents / carers are actively encouraged to be more involved in the school community. Any parent or carer can become more involved through:</b></p> <ul style="list-style-type: none"> <li>▪ Attending the Parents / Carers meetings once a half term</li> <li>▪ Joining the Parent/Teacher Association (PTSA)</li> <li>▪ Attending SEND coffee mornings and information evenings</li> <li>▪ Attending all subject and pastoral parents evenings</li> </ul>
<p style="text-align: center;"><b>19.</b></p>	<p><b>The SEND 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:</b></p>

**Who can I contact for further information?**

- Your child's Key Support Worker would be your first point of contact if you have any concerns
- Your child's Form Tutor
- Your child's Head of Year

Head of Year are as follows:

Head of Year 7	Mr I Barnes	<a href="mailto:ibarnes@raynespark.merton.sch.uk">ibarnes@raynespark.merton.sch.uk</a>
Head of Year 8	Ms E Jones	<a href="mailto:ejones@raynespark.merton.sch.uk">ejones@raynespark.merton.sch.uk</a>
Head of Year 9	Ms E Karadel	<a href="mailto:ekaradal@raynespark.merton.sch.uk">ekaradal@raynespark.merton.sch.uk</a>
Head of Year 10	Ms L Lawner	<a href="mailto:llawner@raynespark.merton.sch.uk">llawner@raynespark.merton.sch.uk</a>
Head of Year 11	Mr P Duus	<a href="mailto:pduus@raynespark.merton.sch.uk">pduus@raynespark.merton.sch.uk</a>

Key SEND Staff:

Mr S Hughes SENCo	<a href="mailto:shughes@raynespark.merton.sch.uk">shughes@raynespark.merton.sch.uk</a>	02089464112 ext. 1126
Ms S Kuti Access Centre Manager	<a href="mailto:skuti@raynespark.merton.sch.uk">skuti@raynespark.merton.sch.uk</a>	02089464112 ext.1132
Ms T Sarbutts SEND Administrative Assistant	<a href="mailto:tsarbutts@raynespark.merton.sch.uk">tsarbutts@raynespark.merton.sch.uk</a>	02089464112 ext. 1127

Contact through telephone / e mail / link book / parents' evenings

<p style="text-align: center;"><b>20.</b></p> <p><b>What should I do if I am considering whether this is the right school for my child/young person?</b></p>	<p><b>If you are considering whether Raynes Park High School is the right school for your child you could:</b></p> <ul style="list-style-type: none"><li>▪ Call us and speak to the SENCo or Access Centre Manager</li><li>▪ Speak to the Parent Partnership Officer: Fran Turko 020 8543 8671</li><li>▪ Visit the school to look at the SEND provision and meet key staff</li><li>▪ Arrange a meeting with the SENCo or Access Manager</li><li>▪ Visit the school website <a href="http://www.raynespark.merton.sch.uk">www.raynespark.merton.sch.uk</a></li><li>▪ Speak to the Local Authority Case Worker</li><li>▪ Attend all organised open evenings, open days and information evenings</li><li>▪ Attend local support groups and speak to other parents</li></ul>
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