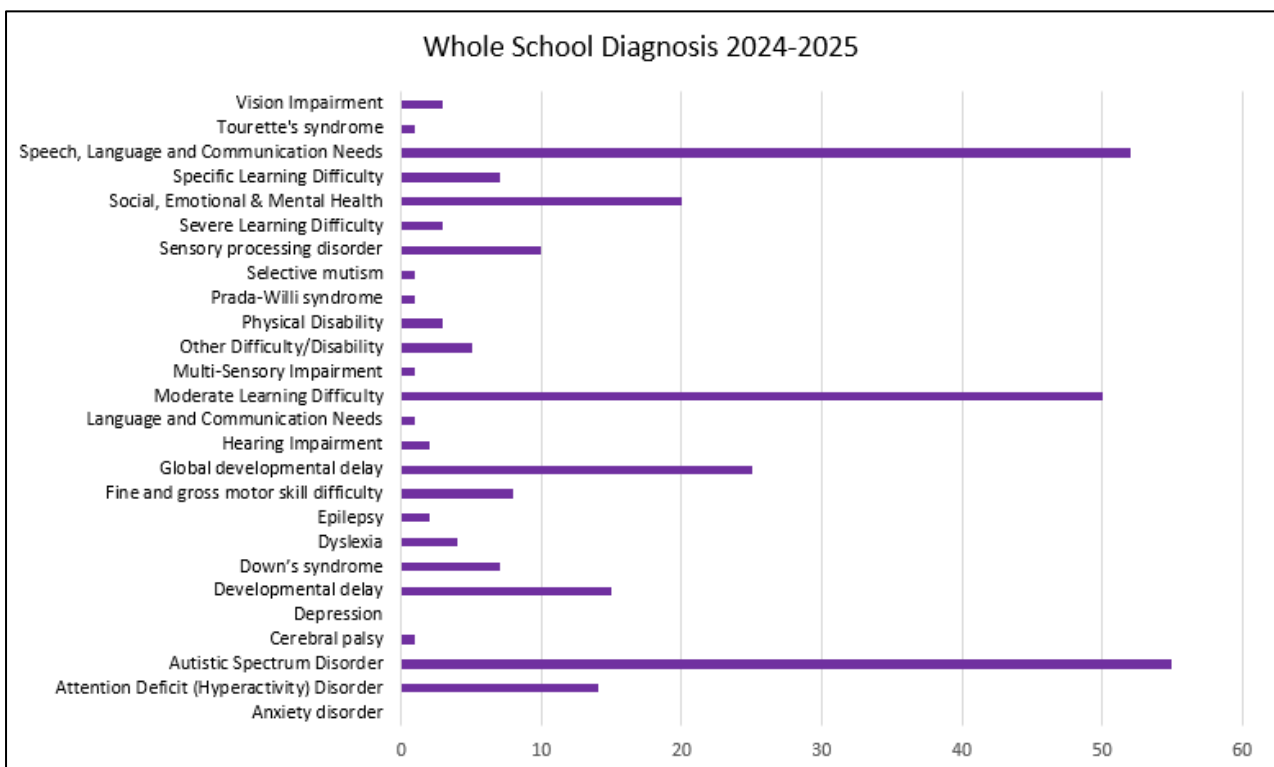


2024 SRS SEND Report

The SEND Information Report is a requirement under the Children’s and Families Act 2014 and will be updated annually by the school in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the school’s website. If you have any further questions or would like to seek clarification with regard to the content of this document, then please do not hesitate to contact the school.

1. Cognition and learning

Samuel Rhodes school provides for pupils in Year 7 to Year 14 and is collocated with a mainstream school.



All pupils at Samuel Rhodes school have an EHCP and have some form of leaning difficulties. Some of these pupils have a diagnosis of moderate learning difficulties, some have severe learning needs and many have Autism, Global Developmental Disorder, and other specific conditions. All pupils are working below expectations for their age in most areas of development.

Our ultimate aim is that pupils succeed in becoming resilient young adults with increasing independence and abilities that support them in their communities and the world of work. Our curriculum is specifically designed to support this.

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Pupils are taught the national curriculum adapted for their needs and learning abilities.

2. Social, emotional and mental health

The school provides high levels of individualised holistic support that enables pupils to build the personal skills and social competencies necessary to self-regulate and self-advocate.

All pupils have a personal and social development target as part of their EHCP annual review. Pupils are supported with whole school daily strategies such as Zones of Regulation & sensory diets. Many pupils access additional bespoke sessions as part of a comprehensive intervention program.

The school, its families and young people also benefit from the support of the CAMHS Service, through advice and guidance from the educational psychologist.

Wellbeing and maintaining good mental health is seen as an important life skill and is a whole school focus throughout all key stages.

3. Arrangements for consulting parents of children with SEN and involving them in their child education

At Samuel Rhodes school we seek to create good working partnerships with our pupils' parents and carers and view the sharing of the pupils' targets and reporting on their progress as vital to this development.

Parents receive reports on Class Dojo from the class team celebrating areas of success such as 'learning light bulbs moments'.

There are biannual Parent Consultation days when parents and carers are invited to attend the school with their child and meet the class team to look at schoolbooks and discuss levels and progress.

Each class has a virtual class area where homework is posted and whole class events are shared. Parents can communicate with class teams and professionals via school Dojo, email and by calling the school.

4. Arrangements for consulting young people with SEN and involving them in their education

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

Pupils are encouraged to self and peer assess in lessons and in their books.

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All children are consulted about their learning and how they feel about a range of subjects annually these findings are discussed with parents at the annual reviews.

Our pupils' involvement will be tailored to each child and take into account their preferred methods of communication.

This may include:

- Providing them with relevant information in accessible familiar formats.
- Using clear ordinary language and images rather than professional jargon.
- Giving them time to prepare for discussions and meetings often supported by school staff outside agencies and borough representatives.
- Dedicating time in discussions and meetings to hear their views.
- Involving the pupils in all or part of the discussion itself or gathering their views as part of the preparation.
- Ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.

We ensure our pupils are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include School Council.

The views of the individual child and young person sit at the heart of our timetabling and partnerships. We will make sure that next steps are informed by their aspirations, the outcomes they wish to seek and the support they need to achieve them.

5. Arrangements for assessing and reviewing pupils' progress towards outcomes

The aim of the assessment procedure at Samuel Rhodes school is to monitor and evaluate pupils' individual progress against ambitious targets. Our assessment aims to identify and reflect upon areas of strength and inform teaching and planning to address gaps in learning.

To do this we use:

- Baseline assessments (for RWI, reading age, for new pupils etc.)
- Termly Arbor entry and output analysis by middle and senior leaders.
- Termly Teacher judgments
- Observational data
- Behavior tracking
- Marking of pupils' work in some subjects

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- Evidencing in books + Annual Review documentation
- Short end of topic or unit 'tests' (where appropriate)
- Speech and language & OT assessments
- Annual Review of EHCP targets (with parents and other involved agencies)
- Pupil self-assessment opportunities We also contact parents by phone or on Dojo where we have specific feedback or need to discuss specific achievements, concerns or observations.
- Outcomes data
- Case studies.

6. Arrangements for supporting pupils moving between provisions/phases and preparation for adulthood

At Samuel Rhodes we pride ourselves in our bespoke and comprehensive transition program. When a child joins the school we work with their previous provision to ensure we have as much information as possible in order to best support them to manage this change.

We aim to include the following for all transitions.

- Transition meetings with the parents
- Transition focused Parent support groups
- Transition meetings with the staff and professionals to ensure effective information sharing
- Observations of the child in their current setting by a professional from the new school setting when necessary
- Transition resources are used with the pupil and shared with the family
- Swift transfer of files.

For information about our careers program and how we deliver 'preparing for adulthood' aspect of our curriculum please see our Careers Policy.

7. The Approach to Teaching Pupils With SEN

The whole school pedagogy has been adapted and refined since the school opened over 50 years ago! We link with our partner schools at every level to share good & current practice. Teachers, support staff, professionals & SHM team and senior leaders plan for the specific needs of the pupils and they make considerations that include the following:

- Groupings, organisation and use of support staff
- Differentiation & personalisation; informed by the EHCP support plans, ongoing assessment and therapeutic input and interventions (part of our Core Satellite Curriculum)
- Clear and appropriate learning objectives and outcomes

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- Activity and resources required
- Evaluation of learning outcomes for pupils.

Please see the SRS global offer for whole school strategies used to support all pupils.

8. The expertise and training of staff and professionals supporting pupils with SEN

Staff who work at Samuel Rhodes are all trained and experienced in working with pupils with SEN.

All staff receive regular training on:

- Structured teaching and the use of visual supports
- Zones of regulation
- Academic strategies e.g. RWI, Word Aware, Numicon, etc.
- Social stories and comic strip conversations
- Attention Autism
- Medical conditions and medication
- Strategies to support Sensory needs
- Strategies for supporting challenging presentation
- Differentiating the curriculum is ongoing in order to meet the changing needs of the cohort.

A weekly CPD schedule ensures these strategies are consistently offered and meet need.

Our visiting professionals team (SALT, OT, Health team and CAMHS) provide training/support to staff to enable them to support all pupils.

A fortnightly safeguarding training session ensures staff are up to date and well equipped to identify the specific risks to our pupils and ensure the correct support is in place.

9. Supporting the development of increasing independence and social competencies

Our Curriculum addresses our pupils' emotional and social development. A number of resources and approaches are used to support the emotional and social development of our pupils for example:

- Social understanding groups + individualised learning
- Zones of regulation support self-regulation
- SALT supports development of social communication skills and language development
- Reflective practice supports processing and the resolution of relationship conflict
- Rewards and praise to reinforce positive behaviors and support self esteem
- Project time for allowing time to talk and reflect on any concerns/worries that pupils may have.

10. How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

There are a number of ways in which we ensure all services are involved in supporting pupils with SEN and their families:

- Meetings including; Team around the child (TAC), Team around the family (TAF), Child in need (CIN), Child protection (CP)
- Parents' meetings (and general communication with parents)
- Annual reviews
- Parent group meetings-hosted with school therapists
- Fortnightly therapy + SHM meetings to review case load.

11. School partnerships

- We are part of the Challenge partners network and are a member of London and south of England Hub. Our school is reviewed every year by this network and our senior team are all trained reviewers.
- We are a member of the Future Zones Network.

12. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Please refer to our Complaints Policy.

13. Contact details of support services for parents of pupils with SEN and our local offer Islington website –

<https://directory.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=0>

Current version reviewed by: Cerys Normanton

Next review date: November 2025