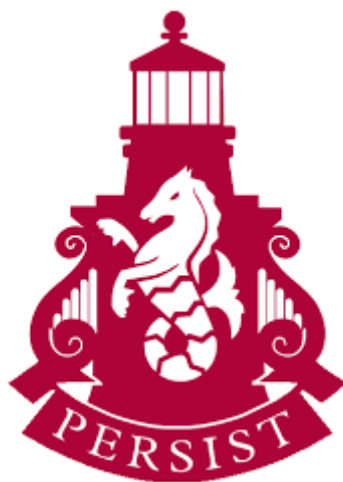


Special Educational Needs and Disabilities (SEND) Information Report

Royal Harbour Academy



SEND Governor:

Sarah Stivarius

SEND Team:

Kris Lasslett – Deputy Headteacher, SENCO (SEND/PP)

Julia Duncan – Deputy SENCO

sen@rha.kent.sch.uk

Approved by:

[Name]

Date: [Date]

Last reviewed on:

[Date]

Next review due by:

[Date – note: this document should be updated **annually** and as soon as possible when any of the information in it changes]

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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



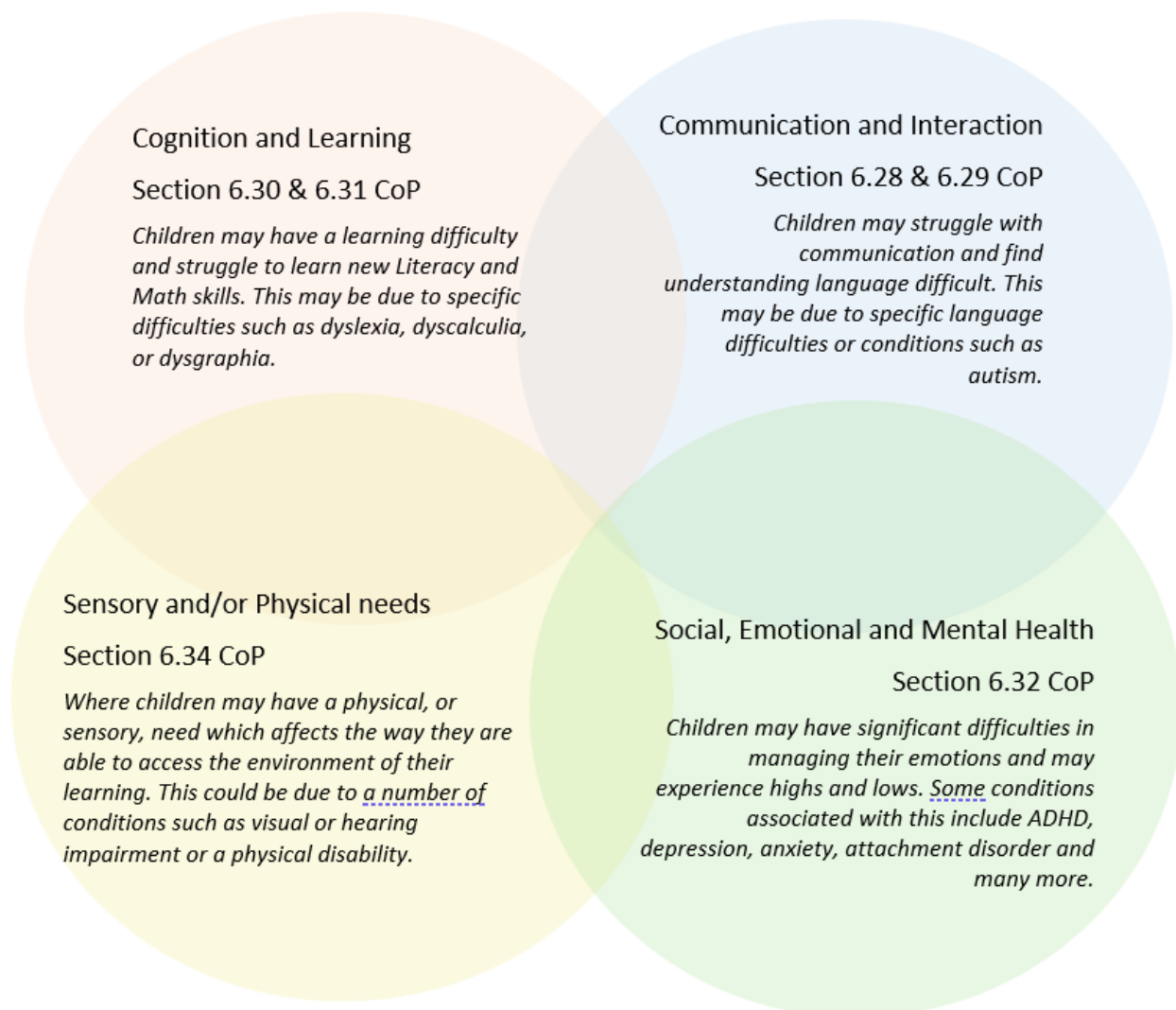
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://www.rha.kent.sch.uk/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Royal Harbour Academy all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Kris Lasslett

Together they have 6 years experience in this role and have worked in many leadership roles including:

- Deputy Headteacher
- Assistant Headteacher
- Director of learning
- Head of Lower site
- Head of Year 7
- Deputy Subject Leader for Science

They achieved the National Award in Special Educational Needs Co-ordination in 2020 and achieved a Master's in Education in 2016.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All staff have a comprehensive SEN induction and in the past 2 years all staff have had specific training in the following:

- THRIVE – Neurodevelopment
- Speech, Language and Communication Difficulties
- Autism Education Trust
- ADHD

- Scaffolding and challenge

Wherever required staff have specific training for students with very specific differences or medical needs.

Teaching assistants (TAs)

We have a team of 23 TAs, including 11 inclusion managers who are trained to deliver specific interventions across both sites.

We have 10 teaching assistants who are trained to deliver interventions such as effective in class support THRIVE, Reading Interventions, Pre-teach and Sensory circuits.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:



**Kent
Police**



**Kent Fire &
Rescue Service**



**Holding On
Letting Go**



Spark²Life



- Child and adolescent mental health services (CAMHS)

- Education welfare officers

- Educational psychologists

- GPs or paediatricians

- NELFT practitioners

- Occupational therapists

- Safeguarding services

- School Liaison Officer

- School nurses

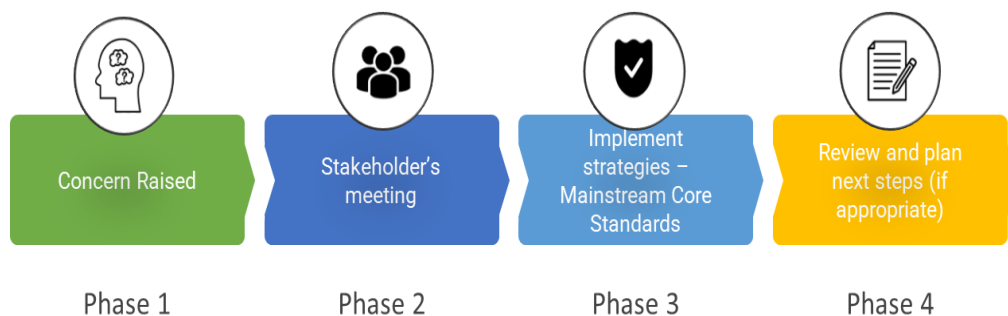
- SEND Inclusion Advisor

- Specialist Teacher Service

- Speech and language therapists



3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Phone: 01843 572500 Email: sen@rha.kent.sch.uk
Phase 2	We will speak/meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. As a school we ensure a consistent use of the 'RHA Universal Adaptive Strategies' (chapter 21) across the school. Where necessary we will implement a 'Pupil Passport' with specific strategies to support an individual. This is communicated to all teachers through a digital platform called 'Classcharts'.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

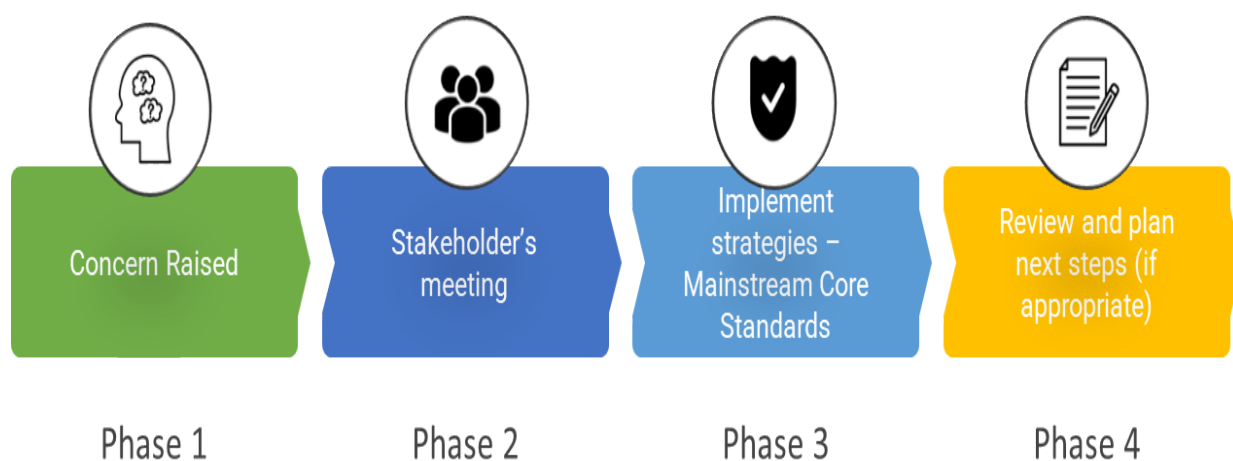
4. What happens if the school identifies a need?

As a school we believe early identification of need is vital to provide the very best support in a timely manner. We use the following screening tools and assessments to identify areas of additional need as well as carefully tracking student progress throughout the curriculum:

- Secondary Language Link – Receptive language difficulties and processing.
- THRIVE – SCAN allows us to screen cohorts for SEMH difficulties and identify how best to support groups and individuals.
- ART and AMT – We complete these assessments at the point of transition to identify where students may have literacy and numeracy deficits.

We also have a very strong and well embedded culture within the school for teachers and support staff to refer concerns to the SEN department through a digital system.

When an additional need is identified by the school the same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

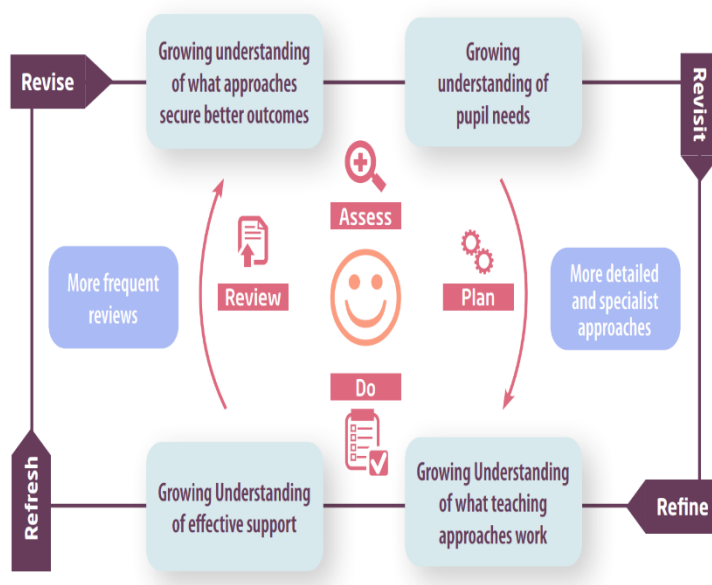
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

Progress is tracked across the curriculum using 'Pupil Progress' software. Updates will be reported home at 3 points during the year but teachers will be tracking progress continuously throughout the year.

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

The SEN department review all interventions 3 times a year (December, March and July).



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide 3 reports on your child's progress each year.

There is an opportunity to meet teachers and intervention staff annually.

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact sen@rha.kent.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a survey



8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We also have a consistent approach to adapting the curriculum across the school informed by evidence based strategies. We call these the 'RHA Universal Adaptive Strategies', necessary for some, but beneficial for all.



The Royal Harbour Academy – Universal Adaptive Strategies *Essential for some, beneficial for all*

	Strategies	Purpose	Vulnerable Group
1. Structure and Routine	Clear, predictable and consistent routine. Meet and greet and a calm exit (Swift starts, smooth finishes). Pre-warning of any significant event e.g. seating plan change, assessments etc. RHA Contextualized flow map.	Reduce anxiety and assess student wellbeing. Reduce lost learning time. Reduce conflict. Support students' understanding of how their learning fits within a sequence and why?	PP ASC SEMH ADHD SLCN
2. Cognition and metacognition	Reduce cognitive load e.g. seating plans, RHA learning environment checklist. Pre-teach key vocabulary. Scaffolding of tasks when required. Retrieval starters. RHA visual prompts on slides. Dual coding - use of visual support e.g. images, subtitles.	Enable independent refocusing. Enable efficient targeted support. Support understanding. Reduces the cognitive load on students.	PP ADHD SLCN ASC SpLD
3. Explicit instruction	Clear, concise, simple instructions ensuring language and reading materials are accessible and appropriate. Modelled expectations utilising guided practice and independent practice. Provide clear time limits. Check in and prompt at the start of tasks, including the use of the traffic light resources to monitor understanding.	Support understanding. Reduce lost learning time. Reduce anxiety, frustration and improve mental health.	SLCN ASC PP ADHD SpLD
4. THRIVE Relational approach	P.A.C.E Praise in public, Repair in private Be Curious not Furious - WING statements e.g. I wonder, I notice etc.	Improve relationships and mental health. Reduce conflict and escalation. Reduce lost learning time.	SEMH PP ASC ADHD

We may also provide the following interventions:

Speech and Language – An intervention that provides students with strategies and vocabulary to support their receptive language difficulties.

Social Communication – A structured programme for teaching and measuring social skills. It uses a hierarchical method of teaching social skills, which develops a child's self-awareness and self-esteem before progressing onto body language. They will then move onto conversation skills and then onto friendship skills and assertiveness.

Emotional Literacy Support – ELSA sessions are warm, kind and caring aimed at making children and young people feel happy in school and to reach their potential socially, emotionally and academically. The sessions will unpick the barriers to learning that some children and young people might have and provide strategies to support self-regulation.

THRIVE – reparative sessions are an assessment and planning based intervention that aims to develop children's social and emotional wellbeing. The sessions are carefully planned to support the neuro-development of young people who have experienced interruptions during their early development.

Sensory Circuits and ADHD check ins – A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses.

Functional Skills - Adapted to be age appropriate, the FIZZY and Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging.

Specific Literacy Support – A bespoke programme designed to support students with dyslexia and literacy difficulties.

Reading Intervention - to support children, who may require additional assistance in developing their phonics, reading fluency, and comprehension skills, we offer students bespoke 1-1 reading sessions with trained TA's twice weekly for 15 minutes each.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, attend extra-curricular clubs and represent the school wherever possible.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



We will always do our best to accommodate young people and their families to have additional school tours and visits. We are mindful that in Kent students with EHCPs have to submit their school preference at an earlier date than everyone else.

As a school, we have more students with EHCP's, SEN and Pupil Premium than any other Secondary School in Thanet. We are proud of our inclusive approach and we are proud to serve our local community.

We are mindful that it is a challenging time for families and students with SEN both nationally and in Kent at the moment and we are happy to have honest and open conversations about what we are able to put in place to support all students.

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We are very lucky to have 2 fantastic buildings at Royal Harbour Academy, both of which are fully accessible through lifts.

We will always do everything we can to make the school as accessible as possible to all.

14. How will the school support my child's mental health and emotional and social development?

We have an excellent pastoral support team at Royal Harbour Academy. Every student has a form tutor, an Assistant Head of Year (non-teaching) and Head of Year (teaching) who will oversee their day to day support and care. We also provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of our wide range of extra-curricular clubs to promote teamwork/building friendships
- All Assistant Head of Years are trained THRIVE practitioners.
- We have a smaller nurture class in every year group to support those learners who require an adapted environment to be able to access our ambitious curriculum.

- We have an Inclusive Internal Alternative Provision (IAP) called Connect. This runs on an intervention model where we support students to learn appropriate classroom behaviours so that they can be successful in school.
- We have a 'zero tolerance' approach to discrimination of any kind, bullying and violence.

15. What support is in place for looked-after and previously looked-after children with SEND?



Roger Sancto will work with Mr Lasslett our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We offer a comprehensive and extensive transition experience, particularly for our Year 6 to Year 7 students and for our Year 8 to Year 9 students who are moving between the lower and upper site.

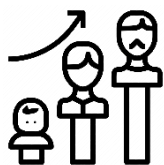
Between years

To help pupils with SEND be prepared for a new school year we:



- Offer additional transitional visits.
- Work with key adults to provide a comprehensive handover and establish positive relationships.
- The pastoral team moves through the year group with the students
- We hold 2 transition days for each year group to experience their new teachers and environments in advance.

Onto adulthood (for secondary schools)



We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent's local offer. Kent publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.iask.org.uk/>

Local charities that offer information and support to families of pupils with SEND are:

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

<https://www.rha.kent.sch.uk/contactus-1>

Complaints about SEND provision in our school should be made to office@rha.kent.sch.uk in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

21. RHA Universal Adaptive Strategies

Kent SEND Information Report



The Royal Harbour Academy – Universal Adaptive Strategies

Essential for some, beneficial for all

	Strategies	Purpose	Vulnerable Group
1. Structure and Routine	Clear, predictable and consistent routine. Meet and greet and a calm exit (Swift starts, smooth finishes). Pre-warning of any significant event e.g. seating plan change, assessments etc. RHA Contextualized flow map.	Reduce anxiety and assess student wellbeing. Reduce lost learning time. Reduce conflict. Support students' understanding of how their learning fits within a sequence and why?	PP ASC SEMH ADHD SLCN
2. Cognition and metacognition	Reduce cognitive load e.g. seating plans, RHA learning environment checklist. Pre-teach key vocabulary. Scaffolding of tasks when required. Retrieval starters. RHA visual prompts on slides. Dual coding - use of visual support e.g. images, subtitles.	Enable independent refocusing. Enable efficient targeted support. Support understanding. Reduces the cognitive load on students.	PP ADHD SLCN ASC SpLD
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4. THRIVE Relational approach	P.A.C.E Praise in public, Repair in private Be Curious not Furious - WING statements e.g. I wonder, I notice etc.	Improve relationships and mental health. Reduce conflict and escalation. Reduce lost learning time.	SEMH PP ASC ADHD