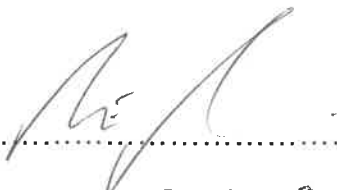





Regency High School SEND Report 2018

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Authorised by: Chair of Governors

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Signed by:  (Policy Author)
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Regency High School Special Educational Needs and Disabilities Report

Introduction

Regency High School is a purpose-built, special academy for children and young people with a wide range of additional needs located in the City of Worcester. Regency High School is a secondary school and has pupils aged from 11 to 19 years (years 7 to 14.) Regency High School is a generic special school and our pupils have a broad range of additional needs including:

- Learning disabilities (moderate, severe or profound and multiple)
- Sensory Impairment
- Communication difficulties
- Autism
- Attention Deficit Hyperactivity Disorder
- Social and emotional difficulties
- Physical disabilities such as cerebral palsy, muscular dystrophy or spina bifida
- Acquired brain injuries
- Complex medical conditions

Identifying Children and Young People with SEND

All children and young people at Regency High School have an Education Health and Care Plan, which identifies their particular challenges to learning. Children and young people may join Regency at any age between 11 and 19 years and at any point during the academic year. Through high quality teaching, learning and pastoral care, Regency aims to develop confident, caring and independent young people who are able to succeed in their chosen pathways.

Regency High School achieved a 'Good' judgement from Ofsted in June 2015. We hold two or three organised Open Events during the Autumn and Spring terms, where we are happy to show prospective pupils and their parents and carers around our school. If families decide they would like their child or young person to come to Regency, applications should then be made by parents and carers to the Local Authority, who then contact us to see if we can meet their child's needs and offer a place.

Arrangements for consulting parents/carers about their child and how are parents/carers involved in the education of their child?

Form tutors and the Senior Leadership Team will often make a phone call home if they wish to consult quickly with a parent. Pupils also have home-school books which class staff and parents use to communicate with each other, wherever necessary.

In addition, two Parents' Evenings are held during the course of the year and all pupils have an annual review of their Education Health and Care Plan, which parents/carers have the opportunity to attend and contribute to. Parents are encouraged to contact the school if they have any concerns about the education of their child (or any other matters) whenever this occurs rather than waiting for a formal review meeting.

There is also an 'Options Evening' for pupils in years 9 and 11 in the Spring Term, where parents can attend with their child to discuss possible courses for accreditation and links to future college, work or leisure placements. For older children, a 'Moving On' event where parents, carers and pupils can access information about possible destinations after Regency High School is held each year.

Involving pupils in choices and decisions relating to their education

The School Council is consulted on a range of relevant matters and is involved in some appointments of new staff. Pupils are asked to contribute their views, wherever possible, to their Annual Review meeting. Pupils are also regularly asked to self-assess their learning to decide if they should move on or keep practising a particular skill. Pupils are asked to choose accreditation options at various appropriate points in their school life and are supported to attend college open days and interviews, when looking to the future beyond Regency. Pupils are also able to share information and news regularly on the school website through 'Regency Roundup'.

Regency High School's arrangements for assessing and reviewing the progress of its pupils

Pupils' academic work is marked regularly, in line with the Assessment and Feedback Policy, with work scrutiny carried out by the Senior Leadership Team to ensure that all pupils are making appropriate progress. Evidence for assessment of progress can be in a variety of forms including written work, pictures, computer based tasks, photographs and video, for example. The most appropriate format is guided by the abilities of the learner and the requirements of exam boards, where appropriate. Many pupils have a 'Personal Tutor' who meets with them regularly to discuss targets, possible barriers to making progress and ways to move forwards. 'SOLAR', an electronic assessment system is used to track the progress of all pupils. Teachers are able to use this system to mark off achievements, add evidence to support their judgements and moderate these, alongside other teachers. The Well-Being Leader, Music Therapist and other professionals such as Physiotherapists, Occupational Therapists and Speech and Language Therapists are able to assess, monitor and develop appropriate individual programmes for pupils. Half-termly Progress Review Meetings are held where staff can discuss any pupil who is not making expected progress, and plan any necessary interventions, to support the young person to move forwards.

Families are invited to discuss pupil progress at Team around the Child meetings, Parents' Evenings and Annual Review meetings. They are also encouraged to make contact with school staff should they wish to discuss their child's progress at any other times.

Regency High School's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

Most pupils join Regency High School in year 7 from its main feeder school, Fort Royal Community Primary School. There is very close liaison between both schools with parents invited to Regency to look around and ask any questions about the school, early in the Spring Term. Staff from both schools meet to discuss the needs of pupils and pupils are invited to 2 different transition days in the summer term, where they will meet their new teachers, support staff and start to find their way around school. Some pupils join Regency at the beginning of a different school year or even during an academic year and plans are made for phased induction visits, where possible. It is usual that parents and carers and all professionals involved with a child would be consulted about the child's needs. Because of the specialist nature of the environment and curriculum offered at Regency, almost all pupils choose to stay at the school when moving on from Key Stage 4. If staff felt that the needs of a particular individual pupil could be better met elsewhere, they would do everything possible to support parents/carers in accessing more appropriate provision. Equally, if a parent wished to move their child to a different organisation, Regency staff would do all they could to facilitate a move.

An independent careers adviser attends annual reviews of pupils in years 9, 11, 13 and 14 and is available to all pupils and parents, should they wish to discuss possible future options.

The curriculum at Post-16 is devised to enable all young people in Key Stage 5 to experience life in the community and, where appropriate, to access mainstream college and work experience in a supported way. A wide range of accredited courses are offered to all pupils to enable them to have the best possible base for moving on. Independent Living Skills such as simple cooking, learning how to do laundry and go shopping are developed, as appropriate, alongside skills such as understanding money, time and travel training. The school organises a 'Moving On' event in the Spring Term to enable parents/carers and young people to gather information and advice about possible post-18 destinations.

Regency High School's approach to teaching pupils with special educational needs

Pupils in key stage 3 follow an adapted National Curriculum, with all subjects covered and also drama and horticulture are included. As pupils move into key stage 4 and 5, they can choose from a range of accreditations that will challenge and interest them, as well as providing a sound base for future study and adult life. Regency High School has teachers and teaching assistants who are experienced in working with children and young people with special educational needs and disabilities and many have additional qualifications relevant to a particular area of interest such as Visual Impairment, Autistic Spectrum Disorder or Profound and Multiple Learning Difficulties. School staff are also experienced at developing

appropriate adaptations both to the curriculum and to the resources used in order to enable all pupils to fully access the opportunities available to them.

The school believes that all pupils should be given every opportunity to succeed and develop self-confidence. All pupils are offered courses and qualifications that build on and develop progress throughout Key Stages 4 and 5. Bespoke programmes of study are developed for all pupils that include English, Maths, ICT, PE, Independent Living Skills and Work Experience, where appropriate.

Where appropriate, pupils are encouraged to move to a higher level qualification in each subject; where this is not thought to be the best route, pupils are offered the opportunity to develop breadth of knowledge and understanding, for example by moving from a Certificate to a Diploma in a particular subject. Some pupils in the Sixth Form have the opportunity to access work experience weekly, with varying degrees of support. They are able to experience life outside Regency and interact with a variety of adults, away from the school environment, which enables them to develop the skills needed to move into the adult world.

All pupils are also encouraged to develop their self-confidence and social skills through sporting and performance events. Many pupils choose a pathway that includes drama and music and really enjoy sharing their skills in school and out in the wider community. Sporting activities are also a key choice for many pupils and enable them to develop confidence in their physical abilities and meet up with other pupils from a range of organisations when taking part in competitions.

Many pupils with moderate learning difficulties go to mainstream college once a week where they study for vocational qualifications in subjects such as animal care or motor vehicle maintenance, for example. They also have the opportunity to mix with a wide variety of other pupils and face the challenges of moving around in a non-specialist environment. This experience is invaluable for those pupils wishing to choose a mainstream post-18 placement and gives them a great experience of the challenges outside the special school environment.

Adapting the curriculum and learning environment for pupils with special educational needs

All pupils follow a curriculum that is appropriate to their needs. For pupils with a moderate or severe learning difficulty this will be a highly differentiated version of the National Curriculum or appropriate accreditations. Pupils with Profound and Multiple Learning Difficulties follow the WJEC Routes for Learning curriculum which is a sensory based curriculum designed specifically for pupils with complex learning needs.

Where possible, all pupils access the curriculum in small classes with a high staff to pupil ratio. Many classrooms have physical adaptations such as rise and fall benches and specialist access technology. The learning environment at Regency High School is fully accessible to all pupils.

The expertise and training of staff to offer specialist support

All lessons are delivered by qualified teachers, with support from experienced teaching assistants. Many staff have additional qualifications, specific to a particular learning difficulty or disability.

Regency High School offers specialist support to pupils in the following ways:

- Individualised learning pathways
- Staff trained in 'Thrive' and 'TEACHH' to support particular developmental needs
- Speech and Language Therapy from speech and language therapists and trained school staff
- Music Therapy from highly trained and experienced professionals
- Nursing and medical care from on site school nurses and trained support staff
- Physiotherapy including on site Hydrotherapy and Rebound therapy from physiotherapists and trained school staff

All classrooms are equipped with a range of specialist and adapted equipment to facilitate curriculum access. Specialist bathroom management areas are available throughout the school in order to ensure that the personal care needs of pupils are well met.

All staff are trained in 'Team Teach', a positive physical handling programme and many are trained in Manual Handling. Several staff are trained to deliver Rebound Therapy and to support swimming.

How Regency High School evaluates the effectiveness of its provision

The Governors and Senior Leadership Team carry out a rigorous annual evaluation of:

- Teaching and learning
- Whole school pupil progress
- Behaviour and safety
- Leadership and management

This evaluation is reported in the School's Self Evaluation Framework document and School Development Plan both of which are carried out in consultation with the School Improvement Partner and take account of the views of pupils, parents and carers and school staff.

Enabling all pupils to engage in the activities of the school

As well as small group learning, supported by a high staff to pupil ratio, individual interventions are put in place where necessary. This may be to develop literacy or numeracy skills or to support a pupil in working towards a particular qualification, for example. Some pupils may also use laptops or other specialist ICT equipment in order to support their learning.

High quality specialist resources and facilities that motivate and engage our pupils, providing opportunities for them to achieve include:

- Multi-Sensory Room
- Hydrotherapy Pool
- Floor Level Trampoline
- Specialist Outdoor Play Equipment
- Soft Play Area
- Soundbeam
- Portable Interactive Plasma Screens
- Eye Gaze computers
- Pen scanners

The school environment is accessible by all pupils at all times, with a lift available to classrooms on the first floor. All specialist rooms are situated on the ground floor. In addition, specialist equipment such as hoists are available to ensure, for example, that pupils can access the hydrotherapy pool. The school has an active School Council with representatives from all classes and this group is asked to contribute to decisions about extra equipment or activities in school. They also raise their own issues of concern in regular meetings with the Headteacher. High staffing ratios are always available to support pupils in a range of activities throughout the school day.

Improving the emotional, mental and social development of pupils with special educational needs

Regency High School uses the 'Thrive' approach to support pupils' emotional well-being and has a successful well-being base which can be accessed by pupils at all times of the school day. The Well-Being Leader identifies individual programmes of support for particular pupils and works with her team, the Music Therapist who uses a psychotherapeutic approach to supporting pupils and the Safeguarding Lead to ensure pupils' needs are effectively met. A weekly 'Well-Being Triage' meeting takes place to identify levels of support for individual pupils and a weekly Well-Being Briefing takes place to share updates with all school staff.

For pupils who benefit from a verbal discussion, regular meetings with a Personal Tutor take place to enable them to discuss any issues that may be causing concern. Staff are experienced in noticing changes to behaviour or routine that may indicate a pupil is not as happy as they could be, with appropriate interventions devised. A wide range of trips and activities take place weekly from horse riding, visiting a cafe or how to use a supermarket, for example to help pupils develop social skills in the wider community.

Involving other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils and in supporting families.

Regency High School is keen to work with all other agencies who contribute to meeting the needs of its pupils. The school continues to offer facilities for professionals and provides an NHS base for Community Paediatricians, School Nurses, Speech and Language Therapists and Physiotherapists to work on-site to support pupils and their families. We also provide a base for a social worker, who works closely with the Safeguarding Lead to offer support to families. It is policy and practice to invite all relevant agencies to contribute to individual pupils' EHC plans. Where necessary, budgets are put in place to buy-in relevant support from other organisations and support services such as Music Therapy, Educational Psychology and the Sensory Support Service. We work closely with other voluntary sector organisations to offer an extended, off-site, vocational curriculum and also to provide short breaks and after school clubs to extend the opportunities available to our pupils.

Making a complaint about the provision at Regency High School

Initially, if parents/carers are unhappy with any aspect of provision at Regency High School they should raise the matter with the Headteacher. If they are still unhappy then they should follow the school's complaints procedure which is available on the school website.

Finding the Local Authority's Local Offer

The Local Offer lists and describes all provision offered by Worcestershire County Council for children and young people (up to the age of 25) in the County and can be found at the website www.worcestershire.gov.uk