

SEND Information Report – 2024/5

This resource is aimed to provide a comprehension overview of SEND systems and culture at your setting to meet the legal requirement of publishing an annual SEND Report on your website. The suggestions in each box recommend the content and points to consider with each key question.

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Medical policy.

Key Contacts

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Local Offer: [SEND Local Offer - West Sussex County Council](#)

What are the main additional needs at Midhurst Rother College?

At Midhurst Rother College there are a wide range of additional needs: 175 students (not including sixth form), with cognition and learning difficulties, 65 students with communication and interaction difficulties; 127 students with Social Emotional and Mental Health difficulties and as per the trend nationally, we are getting increasing numbers of students who at some point during their time at MRC are experiencing SEMH concerns and difficulties; there are 26 students with sensory and physical difficulties. This equates to 13% of students having SEND. The total number of students being monitored for SEND currently is 160, which equates to 13.82%. The total number of students on the SEND register is 146. 21 students have an Educational Health Care Plan (EHCP) which equates to 1.81% of the school population having an EHCP. This is in line with the national average.

How are SEND students and disabled students admitted to Midhurst Rother College?

Most children and young people with special education needs or disabilities do not have an Educational Health Care Plan and will need to make their applications via the usual West Sussex admissions process. [Secondary school places - West Sussex County Council](#)

Please see Midhurst Rother Admissions Policy for further guidance and refer to our website.

EHCP admissions will need to be guided by the Special Educational Assessment Needs Team (SENAT) who are responsible for making placements. Please contact Team South by email: SENAT.South@westsussex.gov.uk or telephone: 0330 2223120

It is Midhurst Rother's intent to provide an environment, which is accessible to everyone. We have a wet room with a hoist and a therapy bed, disabled toilets on all floors. There is an AEN corridor with one quiet space (Fish room); three AEN classrooms; two counselling rooms; an office space for ten learning mentors; two SEND Deputies; a SEND administrator and the Director of AEN. All students with additional medical needs have a Care Plan and those with SEN or a disability may have an Access Plan. There is a lift to all floors. We are open to making adjustments on the physical building to support the admission of disabled students on a case-by-case basis.

Midhurst is an inclusive school committed in policy and practice to the recognition of the equal value of each member of the community, to equality of opportunity to all and to promoting good relations in all respects of its life and work. Please refer to the Equality and Diversity Policy for further information on this.



How are additional needs identified at Midhurst Rother College?

There are a range of methods on how potential additional needs are investigated and determined. Students with no current additional needs will be identified by:

- Transition work and liaison with previous school.
- Screening on entry to MRC, including literacy tests, English, Maths and Science assessments.
- Teacher concerns and feedback.
- Parental concerns.
- Student self-referral.
- Observation.
- Diagnostic screening as required.
- Information from Outside Agencies.

If students have previously been identified with additional needs, this information will be shared with the SENDCO during transition meetings prior to students starting with us in September. Individual SEND folders will also be passed onto the SEND department. As an educational setting, we cannot diagnose neurological conditions, physical or medical needs, or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the criteria, the SENDCO will compete external referrals for further specialist investigations.

The transition process is extremely important to us. We liaise closely with feeder schools, or your child's previous school, usually contacting the SENCO directly. We gather information and meet students and parents. Additional transition visits, over and above the main (Summer) one, are planned and bespoke according to needs. We provide a transition booklet, including pictures and clear information, for students with AEN. The school works with external agencies, for example we consult and work with: Educational Psychology Service; School Nurse; Virtual Schools; Child and Adolescent Mental Health Service (CAMHS); Child and Adolescent Mental Health Liaison Service; Youth Emotional Support Counselling Service; Enabling Families; Early Help; Social Services; Speech and Language Service; Ethnic Minority Assessment Team and Sensory Support Service. As part of the investigation process into whether a student has additional needs and/or in order to consider a referral for students to these services, we review internal data, make observations of students in classes, take into account staff views, parent views and student views, review attendance, behaviour incidents and social interactions as well as academic performance.

We follow the DFE Code of Practice (2014) on whether a student is identified as SEN:

"A child or young person has SEN if they have a learning difficulty or a disability which cause a special educational provision to be made for them. A child of compulsory school age or a young person with a learning difficulty or disability if they: "have a significantly greater difficulty in learning than the majority of others of the same age in mainstream schools or mainstream post-16 institutions"

based on this if a student has lower than expected progress, this will not automatically identify them as SEN.

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings, whether from internal or specialist external reports, to students' classroom teachers via students' electronic records, the SEND register and email communication.

What provision can Midhurst Rother College offer to students with SEND?

Quality First Teaching is first and foremost the most important and researched method to support students with additional needs as reflected in the effective SEND report from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research the majority of SEND students with MRC will attend all timetabled lessons. Our training and expectations of teachers ensures that teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy is based on the values of Rosenshine's principles which are well researched and



proven pedagogical strategies which work in harmony with supporting students with SEND. We do not always have additional adult support in class, again based on recent findings which show the limited value and use of teaching assistants in secondary education and preparation for adulthood. MRC provide a number of different interventions at different tiers as per guidance from the Code of Practice and the graduated response and based on **Assess, Plan, Do, Review**: **Tier 1** of SEND ARBOR notes are placed on the system so show that there is a historic SEND need. Suggestions are made for the teacher to support the students within their classroom and Quality First Teaching (QFT). **At Tier 2** we might offer in-house interventions such as Robust Vocabulary, Rapid Reader, Fresh Start, Lexia, Homework Club, Anxiety Gremlin Workshops, Engagement Support Unit (ESU), Counselling, Mentoring, Extra Time for Access Arrangements in their exams. Generally, at **Tier 3** there may be 1:1 intervention, outside agency intervention such as a consultation with the Learning Behaviour Advisory Team (LBAT), Speech and Language Therapist, Autistic Social Communication Team (ASCT), Child Adolescent Mental Health Services (CAMHS), Child Adolescent Mental Health Liaison Services (CAMHLS), Occupational Health, Physiotherapy **or** an increase or expansion of the intervention offered at **Tier 2**. **At Tier 4** students would have accessed multiple interventions for extended periods of time and we might be considering an application for an Educational Healthcare Needs Assessment (EHNA) or they are students that have an Educational Healthcare Plan (EHCP) in place already.

Provisions are measured in terms of their effectiveness BOTH qualitatively by observation of success criteria, such as increased attendance, peer interactions, growth mindset behaviours, increased positive behaviour points, staff, parent and student voice AND quantitatively, for example in Year 7 with MIDYAS and NGRT tests on entry to the school. The NGRT tests are repeated at the end of the year and again at the beginning and end of Year 8. Internal assessments set by teachers and measured against other students in the year group e.g. tracking point data. Outside agencies may ask us to take more specific assessments on their behalf. Students in Year 9 who have been referred for processing discrepancies are tested and further tests e.g. reading fluency, writing speed and working memory may be given if required.

Students with EHCPs will be measured by the outcomes outlined on their EHCPs. Provisions and outcomes are measured by being clear what students are hoped to achieve before beginning intervention and how it will be measured e.g. Rapid Reading or Fresh Start is measured by reading age by the NGRT, alongside observations from staff, tracking point information for data entries, Rapid Reader Level Tests, and/or Fresh Start Fluency tests. At MRC all staff are aware that as a consequence of the Quality Act 2010 and the Children and Families Act 2014 that they are expected to make reasonable adjustments and carry out adaptive teaching and can and should refer to West Sussex Ordinarily Available Inclusive Practice (OAIP): [Ordinarily Available Inclusive Practice \(OAIP\) | Tools for schools \(local-offer.org\)](https://www.local-offer.org/) For certain students, reasonable adjustments need to be made for their medical diagnosis, such as uniform or the curriculum. These adaptations will be reviewed regularly, and targets set in order to minimise them. Changes to the curriculum are determined on an individual basis with support from the AEN team.

How are students with SEND assessed, with regards to their provision and how is further provision determined?

As previously time to embed new skills or knowledge. Each student is individual in their viewed period. Formal assessment points re used to measure academic progress mentioned and the assess, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. This is based on a pre-determined timeframe to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support.

Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.



What training do staff undertake at Midhurst Rother College to support students with SEND?

CPD and staff commitment to upskilling is incredibly strong at MRC by all staff. Teaching staff are regularly updated on SEND via weekly briefings, twilight training sessions, inset days and deliberate practise. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). Identification and accountability are the pillars in our approach to SEND support. Our learning coaches offer bespoke support for classroom teachers on the main additional needs in the classroom and then subsequently individual support strategies for students. This ensures quality teaching for all students. Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. SEND leads encourage academic reading, forums and professional association membership to our Learning mentors to ensure they are kept abreast of the latest news and updates in their field. Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area. Educational psychologists, Speech therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

As per United Learning's framework for excellence we actively encourage Education with Character, with students experiencing and taking part in events in and with outside their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would restrict students being able to attend and participate in such events. We would support creating adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training. Our anti-bullying policy and inclusive ethos ensures discrimination does not occur or the excluding of students by their peers.

What Social, Emotional and Mental Health provision is there at Midhurst Rother College?

Due to the increasing need for SEMH provision due to overstretched NHS services, MRC have invested highly in a range of provisions and staff that are trained in positive wellbeing. We are fortunate to have two of our own in-house counsellors. The Additional Educational Needs team staff (AENT) regularly undertake training and subsequently share updates with other staff. As per other interventions, we operate a tiered approach to wellbeing support, which starts off with increased pastoral support leading up to counselling. CBT and mindfulness are examples of the theories and tools we use to promote self-regulation and self-care. We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. Parental input and student academic support referrals are used to determine which students require such SEMH intervention.

How are students and families included in the decision making?

As stated throughout this report, MRC welcome input from students and families so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. Students and parents will always be included in decisions on assessment and provision. The use of ARBOR (App for phone to communicate school information) is a key tool that is used to relay any information home. We will of course adapt to the needs of individual parents, supporting with the use of this or other communication tools in order to stay in touch.

How are transition periods managed at Midhurst Rother College?



Transition is carefully planned at Midhurst both on entry and exit. With regards to entry into MRC, there are a wealth of transition events for both parents and students to become familiar with the routines. Building trusting relationships is key for students with additional needs and attempts are made to introduce key learning mentors to students with SEND before the start of year 7. We also offer vulnerable orientation days for those students whom primary schools deem to require an additional visit. At the end of year 11, students with SEND will be supported with their transition through meetings with SEND teams and their post 16 provider to share crucial information on their needs, current provision and exam arrangements. To support students with the next stage of their education, adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

How is the provision and support of students with SEND evaluated at Midhurst Rother College?

Success for SEND students at Midhurst is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the setting ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities.

