



SEND Information Report

September 2025

Our SEND Report

- aims to inform how we support learners with Special Educational Needs and Disabilities (SEND)
- is part of Norfolk's Local Offer
- is updated annually and has been produced with information and support from academy stakeholders. We would welcome your feedback in the review of our offer, so please do contact us. The best people to contact this year are:
 - Mr Henry Gray, SEND Coordinator (SENDCo)
 - Mr Paul Atkins, Deputy SENDCo
 - Mr Jonathan Croucher, Head of School
 - Mrs Sarah Howe, SEND Governor

Our School

- Reepham High School and College (RHSC) is an 11-18 rural comprehensive.
- RHSC became an academy in 2012 and is part of the Synergy Multi-Academy Trust.
- There are currently 985 pupils on roll, consisting of 793 in the school and 192 in the attached sixth form college.

Acting on feedback

RHSC was subject to an Ofsted inspection in May 2025.

We continue to be judged as good in all areas.

"The school quickly identifies the needs of pupils with special educational needs and/or disabilities (SEND). Information is shared with staff that defines pupils' needs and how to help them. Most teaching embraces this information, and pupils with SEND learn well.

Our SEND Team

The SENDCo for RHSC is Mr **Henry Gray**, with Mr **Paul Atkins** (Deputy SENDCo) responsible for the day to day running of SEN at RHSC. Both Mr Gray and Mr Atkins are DSL trained.

Henry GraySENDCo and Exams Access Assessor



Paul AtkinsDeputy SENDCo



Teaching Assistants

Miss Clara Dennis
TA linked with Science



Mrs Sally Fox One-to-one TA



Mr George Rowley
TA linked with Maths



Mrs Elizabeth Scott
TA linked with English



Ms Josette Kitson One-to-one TA



Ms Helena Spurrell
One-to-one TA



SEND Related Qualifications

Henry Gray

BSc (Hons) Environmental Science

PGCE Secondary Science

MA Educational Practice and Research

National Award for SEN Coordination (NASENCo)

Certificate of Psychometric Testing Assessment and Access Arrangements (CPT3A)

National Professional Qualification in Senior Leadership (NPQSL)

Paul Atkins

CACHE Level 3 Teaching Assistant & Learning

BTEC Level 3 Award – Working with Sensory Impaired Young People (Deafness)

BTEC Level 3 Award – Working with Sensory Impaired Young People (Vision Impaired)

SENDCo New to Role (Willow Tree Learning)

SEND Profile (whole setting)

Year Group	ЕНСР	SEN Support	Total SEND (% of year)
Year 7	5	29	34 (23.6%)
Year 8	11	24	35 (23.3%)
Year 9	5	26	31 (18.1%)
Year 10	8	21	29 (18.4%)
Year 11	8	31	40 (23.3%)
6 th Form (Year 12 & 13)	3	11	14 (7.4%)

The data for our setting is skewed by Year 12 and 13, where there are noticeably fewer learners on the SEND register.

As such, a better comparison to national averages can be made by looking solely on the secondary school.

SEND Profile (Secondary)

Year Group	EHCP	SEN Support	Total (% of cohort)
Year 7	5 (3.5%)	29 (20.1%)	34 (23.6%)
Year 8	11 (7.3%)	24 (16.0%)	35 (23.3%)
Year 9	5 (2.9%)	26 (15.2%)	31 (18.1%)
Year 10	8 (5.1%)	21 (13.4%)	29 (18.5%)
Year 11	8 (4.8%)	31 (18.6%)	40 (23.4%)
Total	37 (4.7%)	131 (16.6%)	168 (21.3%)
National Average	5.3%	14.2%	19.5%
National Mainstream Secondary Average	2.7%	12.9%	15.6%

The percentage of secondary learners at RHSC who have an Education Health Care Plan (EHCP) is 4.7%. This is lower than the nationally reported statistics of 5.3%, though higher than the average for pupils in mainstream secondary settings (2.7%).

The percentage of learners receiving support additional to or different from the rest of their cohort (SEN Support) figure is currently 16.6%. This is above the national average of 14.2% and, further still above the national average of 12.9% for mainstream.

Quality First Teaching

At RHSC, it is an expectation that all staff endeavour to meet the individual needs of SEN learners by offering appropriate scaffolding and differentiation in the classroom. All staff have access to key SEND information, learning plans, and teaching strategies through Provision Map. Expected supportive strategies include, but are not limited to:

- Bespoke seating plans
- Use of writing frames, modelling and scaffolded work
- Access to assistive technology such as laptops, Read/Write etc.
- Printing or projecting learning materials on appropriate coloured backgrounds
- Matching questioning to learner need
- Checking in with learners to clarify understanding
- Supporting verbal instructions with written printouts
- Providing high levels of positive feedback and praise where possible, as well as reinforcing behaviour expectations in an appropriate fashion.

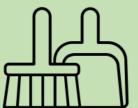
Accessibility Framework

To support **all** learners, including SEND learners, teachers and learning support staff are expected to make their learning materials as accessible as possible. This is based on the RHCS accessibility framework, which is built into staff training during their continued professional development sessions.

RHSC Accessibility Framework

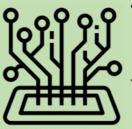


Presentation



- Where possible, displayed learning materials should be in pastel colours rather than white.
- Only essential information and diagrams should remain on learning materials.
- Bullet points should be used as much as possible.

Advanced Access



- Key learning materials should be made available on Teams for learners to access before and after lessons.
- Technologies such as subtitles, immersive reader, and reader pens should be used where appropriate.

Language



- Where possible, language should be simplified.
- New language should be explicitly taught and explained.
- Learners should be provided with glossaries or key words.

Size, Spacing, and Script



- Slides and handouts should be written in sans serif fonts. such as Century Gothic, Calibri, or Comic Sans.
- Fonts should be in size 14 or more.
- Character and line spacina should be increased.

Initial Identification of SEND

At RHSC we identify learners with SEND via two main routes:

Firstly, through facilitated information sharing between RHSC and its feeder primary schools. Throughout the year, the Deputy SENDCo attends key meetings at the primary schools, involving Y6 pupils.

During the summer term, staff members make numerous visits for induction meetings with staff, learners and parents. This culminates in an extra, SEND specific induction morning which compliments a two-day induction for all learners.

Secondly, teacher identification and communication with the SEND department is key to early recognition of SEND. Learners at RHSC are assessed regularly through both formative and summative assessments, and the SEND team gather feedback from staff, along with supporting evidence of work, to help form a picture of need.

Further Identification

The next step is often the completion of screening tests and baseline assessments:

- Literacy assessment online
- Powerup Literacy (LEXIA)
- EXACT assessment
- Level 7 Assessment with Mr Gray (SENDCo) Mr Gray can advise on eligibility for support during exams and conduct other appropriate tests.

If deemed appropriate, we may have learners further observed and assessed by a **Specialist Learning Support Teacher (SLST)** or **Educational Psychologist (EP)**, who we access through our link with Child and Educational Psychology Practice (CEPP).

Learners with Disabilities

Learners with disabilities have their needs met at RHSC in the following ways:

- All entrances to buildings have ramps or slopes to accommodate wheelchair access by learners and visitors.
- All buildings with multiple floors have lifts to accommodate learners and visitors with limited mobility.
- All learners with deafness or visual impairment have their needs assessed upon transition to RHSC.
 - Funding is applied for based on need, and adjustments are made accordingly.
 - RHSC works closely with the Virtual School to ensure that changes to need are accommodated as and when they occur.

Keeping you in the loop

At all points we strive to include caregivers in the decision-making process. We aim to encourage learner independence without losing the vital information that caregivers can provide.

In the summer term, before transition, induction evening allows for caregivers to meet with the Deputy SENDCo who is available to answer specific questions and have appointments with individuals who have been identified by their primary school and the aforementioned extra induction morning.

In the first half term of Year 7, a 'settling in' evening takes place with tutors. This is followed by a parents evening towards the end of the year. The Deputy SENDCo will be present at these evenings, as well as parents evenings for each year group after that.

Related Links

For more information on the Norfolk Local offer, please use their <u>websit</u> <u>e</u> or find them on X (formerly Twitter) @send_offer

Policies linked to SEND Information Report for RHSC can be found <u>he</u> <u>re</u>.

For free and impartial advice, information, and support for individuals with SEND, and their families, you can contact the Norfolk SEND Information, Advice and Support Service (SENDIASS) here.

Contact Us

SENDCo – Henry Gray – hgray@synergymat.co.uk
Deputy SENDCo – Paul Atkins – patkins@reephamhigh.com

Telephone – 01603 870328