



**RAINFORD
HIGH**

PARTNER OF THE EVERYONE MATTERS SCHOOLS TRUST

Special Educational Needs and Disabilities Information Report 2025-2026

Everyone Matters

We expect our community to be kind, polite and respectful

Everyone Helps

We expect our community to make sensible choices

Everyone Succeeds

We expect our community to work hard

Guidance Owner	Principal
Scope of the Policy	Rainford High
Written/last reviewed	September 2025
Next review due	September 2026
Summary of key changes	Additions to section 3 see highlighted. Section 5 added inclusive classroom Section 8 taken out well being room Section 10 took out numeracy HLTA

School Name and Address	Rainford High
Web Address	www.rainford.org.uk
Telephone Number	01744 885914 ex 161
Age range of School	Mixed sex 11-18
Specialise in a particular type of SEN	No
Name and Contact details of SENCO	Joanne Burgess j.burgess@rainford.org.uk 01744885914 EX 161



EVERYONE MATTERS
SCHOOLS TRUST



Ofsted
Good rating



ARTS COUNCIL
ENGLAND



We're working
towards Artsmark
Awarded by Arts
Council England



unicef
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS



Quality
Standard



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1. How are Special Educational Needs defined?

By SEN/D we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, ADHD and some complex behavioural, emotional or social difficulties and Autistic Spectrum Disorder and mental health disorders are among the disabilities that might be classed as SEN/D and may need extra support to progress and take a full part in school life.

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEN Code of Practice.

We follow DfE guidance when we review progress, update targets, and define, manage and map special provision <https://www.education.gov.uk/schools/pupilsupport/sen>.

2. How will the school know if my child needs extra help?

Many students with SEN/D will have had formal assessments or diagnoses at primary school. Our Learning Support team works closely with primary feeder schools and liaises with them to help identify students with special needs who will be coming to Rainford. This is so relevant data can be shared ready for students starting at our school. Students and their class teachers are visited in Year 6 so pupils make a smooth transition to Rainford. In some cases, a student without previously identified SEN/D will not make adequate progress, or teachers may consult the SENCo about other concerns. The Learning Support Team will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals. All students are assessed using standardised reading and CAT's tests on entry. Any mid-year transfers are tested on the week of arrival. Updates are made annually or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers.

If parents have any concerns they can raise these by contacting the SENCo or pastoral team at any time.





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3. Who is the best person to talk to about my child's difficulties with learning/SEN?

There is a team of staff that can be spoken to about your child's difficulties. The main person to contact would be the SENCo whose contact details are above. There are plenty of other staff you can contact with concerns or queries. e.g. Form tutors, pastoral leaders, teachers, progress leaders and **keyworkers for those on SEND register**. Staff can be contacted by email or telephone

We have a team of experienced TA's who work with different pupils for differing amounts of time depending on need. The hours and type of extra support pupils receive will depend on teacher's assessment, baseline assessments, primary school information and discussions with the student.

The **Governors and Trustees** regularly request updates and question the progress of the school and pupils. **The SEND governor has termly meetings with the senco.**

Through regular assessment in each curriculum area the effectiveness of the support and provision provided can be monitored for each student. Additional testing, for example reading age, will also be used as appropriate depending on the individual needs of the student. The school values the opinions of students and regular discussions with individual and groups of students will also be used to assess the effectiveness of provision. The views of parents are also invaluable and parents are encouraged to provide constructive feedback through questionnaires.

4. How will I know how the school can support my child?

All pupils in the school get a progress update 2 times a year where staff will report on pupils' engagement with learning, engagement with homework and will give a level of where that child is working at that time. There are also parents' evenings once a year where parents have the opportunity to talk to all class teachers.

The progress data is monitored by class teachers, heads of departments, progress leaders, pastoral leaders and the SENCO to make sure pupils are achieving their expected progress. Aspirational targets are set for every student based on their individual KS2 SAT performance data.

If pupils are on the SEN register there will be a parent drop in event and progress report if on interventions sent every term where pupils and parents can attend to talk to the SENCo and the learning support team about their concerns or get advice on any issues.





RAINFORD
HIGH

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5. How will the curriculum be matched to my child's needs?

At Rainford quality first teaching is how all pupils will be taught and **inclusive classroom approaches are applied across the board**. Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day. Literacy intervention is available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning and curriculum access. There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with visual difficulties. School will consult staff from a variety of external agencies to advice and support across the range of SEND.

6. How will I know how my child is doing?

All EHCP's are reviewed on an annual basis. Reviews are carried out in line with statutory guidance for reviews. Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Students are always encouraged to participate in their meeting. Progress of other students with SEN support needs is monitored termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. Progress data is shared with parents two times each year, in written format as well as face to face at parent's evenings. There are also termly SEN drop in sessions available for any parent or carer wishing to talk to the learning support team. The SENCo is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality. The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

7. How will the school help me support my child's learning?

All pupils in the school get a progress update 2 times a year where staff will report on pupils' engagement with learning, engagement with homework and will give a level of where that child is working at that time. There are also parents' evenings once a year where parents have the opportunity to talk to all class teachers. If pupils are on the SEN register there will be a drop a parent drop in event where pupils and parents can attend to talk to the SENCo and the learning support team about their concerns





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or get advice on any issues. The SENCo will always be happy to arrange a meeting to discuss pupil's progress or any concerns there may be. The SENCO can be contacted by phone or email. A termly learning support update is also sent to parents to give feedback in interventions and support.

8. What support will be available for my child's overall wellbeing?

The school does not have any health or therapist in residence permanently. We have a therapist on **site 1 day per week and a therapy dog and therapist for 2 hours per week**. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols. There are regular visits from the school nurse, who has drop in sessions, Speech and Language services, CAMHS workers, Educational Psychology Service.

Medicines are locked away in the **medical room and** are administered by the pastoral staff or first aider when needed. The school nurse will write a care plan with parents and child if needed.

Inclusion unit (Reflect) is available for any pupils who aren't getting things right in school. This is a chance to stay in school but be out of circulation and reflect but keep up to date with work.

Pupil voice is very important at Rainford and pupils are asked to contribute to school councils and questionnaires regularly.

9. What happens if my child has a high level of need?

Support staff and teachers will be given specific training by relevant agencies. There will be a close liaison with parents, agencies, teachers, SENCO and TA's to ensure that all needs are catered for effectively. Pupil support plans will be written and reviewed regularly with all parties concerned.

Were technology can be used to support need this is also something that will be looked in to.

10. What specialist services and expertise are available at Rainford High?

We are **very lucky at Rainford to have a HLTA who is a specialists in literacy**.

We have a base staffed by TA's for vulnerable pupils who don't want to be in main circulation before school and at breaks and lunchtimes.

TA's offering communication skills groups, life skills groups, ASD specific interventions, literacy and numeracy interventions.

Pastoral teams and TA's offer mentoring.

School nurse offers advice and drop in sessions.





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11. Are staff that support children with SEND in Rainford provided with appropriate training?

Specialist nurses and agencies are able to provide advice and strategies to teaching staff and TA's for teaching and supporting pupil's students with SEND and medical conditions.

12. How will my child be included in activities outside of the classroom, including school trips?

All pupils are given the opportunity to take part in school trips but there will be criteria on behaviour and attendance that pupils will have to meet to be allowed to attend end of year reward trips.

Rainford has numerous extra-curricular activities such as sports; music and Duke of Edinburgh to name just a few all pupils have the opportunity to take part in these.

13. How accessible is the school environment?

With Rainford being a new building in 2013 it is all very accessible. The buildings are spread over 3 floors and there are 4 disabled lifts. All parts of the building are accessible. Corridors are wide but there is the potential for congestion at lesson changeover in some areas. There is a designated access parking space near the front entrance. An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. The dining rooms, main hall and gym areas are poor acoustically. There is disabled toilet access in every building on every floor. 2 medical rooms with hand washing facilities, a medical bed, and lockable storage area. Policies are available in a print format from school and from the website. The school does have height adjustable tables in each classroom. There are adjustable height chairs available around school. In the Food Technology area there is a height adjustable cooker and low-level sink.

14. How will this school prepare and support my child when they are starting, leaving Rainford or moving to another year?

When pupils move from primary school to Rainford. Visits to the primaries are carried out by the SENCo, the progress leader and the pastoral team. Here information is gathered on all pupils that will be coming to Rainford. All pupils will be invited to a transition day and more vulnerable pupils will be invited to attend some extra transition mornings were resources will be made to support their transition. An afternoon tea will also be arranged for parents/guardians and pupils to attend were pupils can meet pupils; parents can meet parents and ask any questions of the SENCo and learning support team.





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Pupil's transition from KS3 to KS4 will be put on a pathway with options suited for them. All pupils will be invited to attend an Curriculum Choices evening where they have the opportunity to discuss options with class teachers. A meeting will be arranged for pupils and parents to speak to a member of staff regarding their options and advise accordingly. Careers and options advice are also given by Connexions.

For KS4 in to KS5 open evenings are available and all pupils attend an open day depending on what path they chose to take post 16.

15. What is my child needs transport to and from school?

A meeting would be arranged between SENCo and parent/guardian to discuss possible transport arrangements and can advise how to get support with this.

16. How are the school's resources allocated and matched to the children's special educational needs?

A provision map will plan provision for pupils with SEND. The school has a 3-wave intervention approach and suitable interventions are implemented accordingly.

17. How is the decision made about how much support my child will receive?

After assessment of need and discussion with parents and teachers a support plan will be put in place for any child with the need. This will be planned using a provision map.

18. How will I be involved in discussions about and planning for my child's education?

The different ways that you can be involved Parents evening, transition meetings, SEND drop in sessions every term and SEND progress reviews/EHC plan Reviews.

You are able to get in touch with Class teachers, form teachers, progress leaders or the SENCo via phone or email, meetings can always be arranged. If parents or staff have any particular concerns a review meeting will be arranged and parental input is valued.

19. Who can I contact for further information? SENCo – details above.

