RAWLINS

A CHURCH OF ENGLAND ACADEMY



Act wisely and make the most of every opportunity. Colossians 4:5

Work Hard. Be Kind. Belong.

SEND Information Report / School Offer

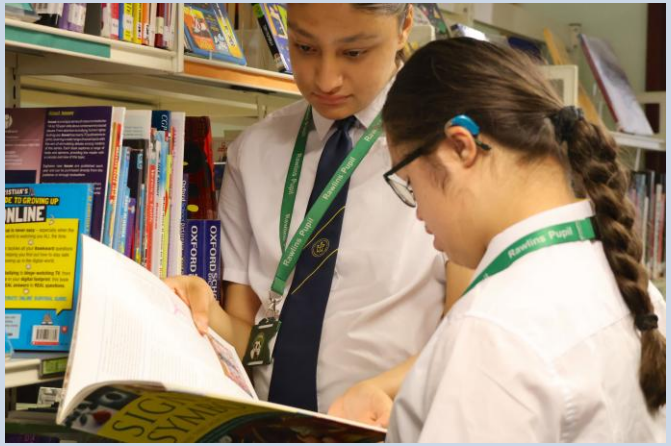
Updated September 2026

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Welcome to Rawlins

- Rawlins is a Church of England Academy in Quorn. We serve a wide catchment area from Loughborough, in the north, to Rothley, in the south, including the surrounding villages of Mountsorrel, Swithland and Woodhouse Eaves.
- Based on our Christian foundation and values we seek to promote a culture of developing every person particularly through our core values our Compassion, Wisdom and Endurance.
- We seek to create an environment where every individual can ***make the most of every opportunity*** and develop their potential within an atmosphere of care and respect.
- Alongside our mainstream provision Rawlins also has two special units for pupils who have either specific Moderate Learning Difficulties (MLD) or Autism Spectrum Disorder (ASD). The units are directly funded by the Local Education Authority and admissions to the units are determined by the Local Authority through the statutory assessment process.





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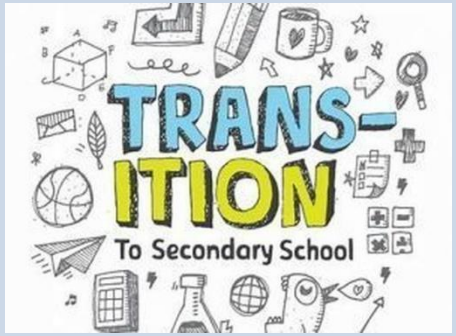
1. Who do we cater for?

- We are committed to inclusion for all pupils within the framework of an entitlement to a broad, balanced and comprehensive curriculum. We aim to provide this through a positive learning environment in which every member of our community is valued.
- We are also committed to maximum integration ensuring we meet individual needs. However, we recognise that in order to meet individual needs, at times it is necessary to provide alternative arrangements for some pupils.
- We are able to cater for a wide range of difficulties, including communication and interaction difficulties; cognition and learning difficulties; social, emotional and mental health difficulties, and sensory and/or physical difficulties.



2. How do we identify need before entry?

- We ensure a smooth transition to Rawlins into both Year 7 and the Sixth Form by working closely with our feeder schools.
- Transition is led by Laura Watts, Associate School Leader, who works closely with the SENDCo and Head of Year. A range of staff are involved from the Principal of each school to classroom assistants.
- Transition arrangements are needs-led and may involve multi-agency meetings, preparation of Individual Health Care Plans and attendance at Year 6 annual reviews for those with EHCPs.
- SEND pupils will have additional workshops at feeder primary schools and may require a Supported Transition or an Enhanced Transition depending on their needs.

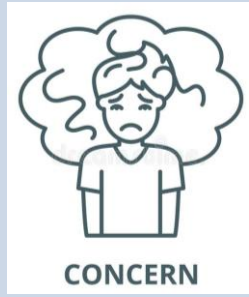


2. How do we identify, assess & monitor needs?





- Once settled, parents/carers are given regular opportunities to contact school to discuss their child's progress.
- We have built positive relationships with a number of agencies including Autism Outreach and work closely with them to support our pupils.
- We recognise the importance of early identification, assessment and provision. The earlier the intervention, the more responsive and successful each child is.
- Pupils are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities.
- All pupils are constantly monitored by their subject teachers, Heads of Year, Pastoral Managers and SEND support staff.
- Concerns relating to the progress of a pupil will be passed to the SENDCo and the SEND team.



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2. How do we identify, assess & monitor needs?

- If a pupil is believed to have identifiable SEND concerns, they may be initially assessed by collecting and sharing information from data, and through communication with staff.
- Further investigation may then take place in order to identify the SEND issues more clearly. These may include:
  - diagnostic testing (e.g. dyslexia screening)
  - parent voice (information from parents/carers about their child's needs)
  - pupil voice (information from the pupil about their difficulties and needs)
  - lesson observations
- If necessary, a plan of action will be identified, discussed and agreed upon before beginning a cycle of support

Assess - Plan - Do - Review

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4. Monitor, **Review** and Evaluate

Review the impact of the intervention along with the views of the child and parent/carers. Where necessary provision is amended to meet the needs of the child.

Progress means SEN support no longer needed

Quality First Inclusive Teaching

Not making Expected Progress

Review



Assess

1. Assess the Need

If a child is not making progress or concerns are raised by staff or Parents/Carers then the SENCO will assess the child against SEN criteria.

2. Plan support or intervention

Support or intervention is agreed upon. Staff are informed. Child is assessed at the start and then at regular agreed intervals or at the end of the intervention depending upon the child.

Plan

3. Do

Implement the plan with clear targets and timeframes. Teachers remain responsible for working with the child and assessing the impact of the plan.

Do

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TEACHING FOR ALL

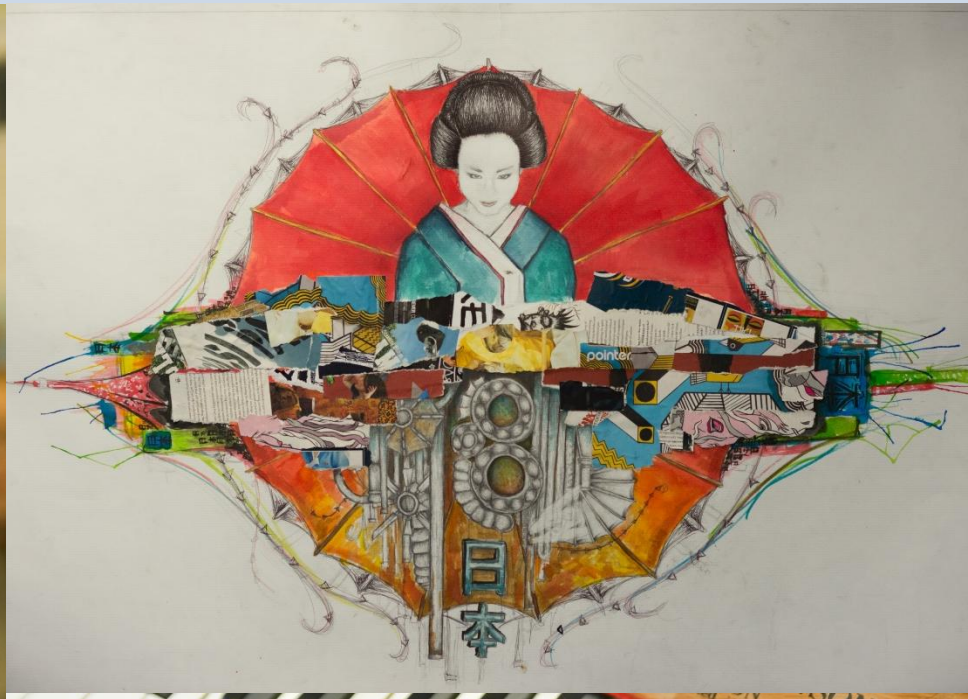
2. How do we identify, assess & monitor needs?

Pupils identified as meeting the criteria for SEND support are included on Rawlins ‘SEND Register’.

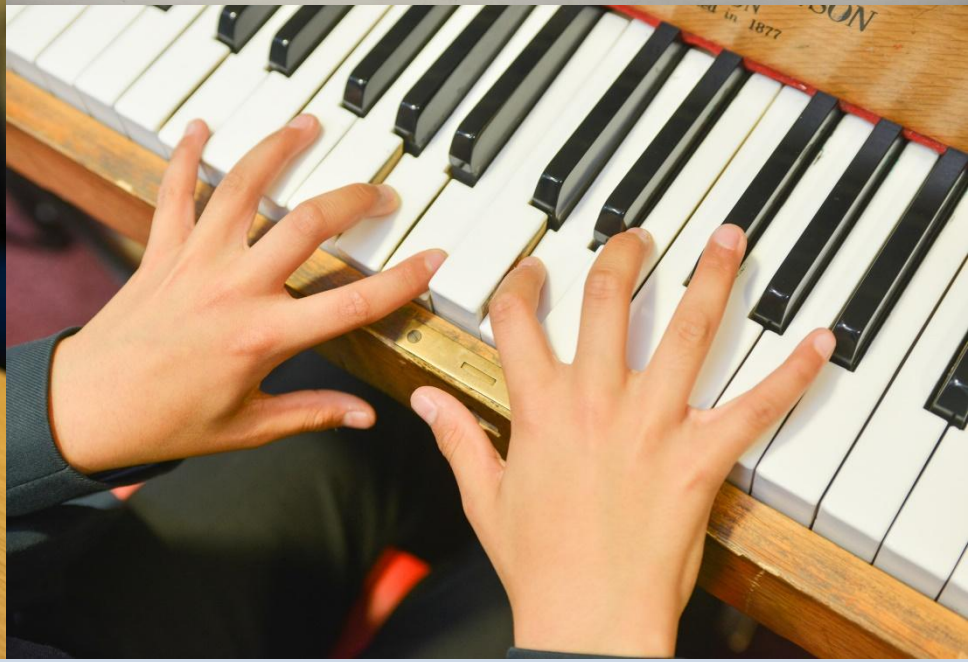
- All pupils identified as having special educational needs will have a Pupil Profile created. This profile is shared with staff and highlights quality first teaching strategies that can be utilised in the classroom to support the pupil to access the work. These pupils are identified as K SEND students.
- Where a pupil requiring active interventions to support their progress, or external agency involvement other than what can be offered inside the classroom, these will be detailed on the Pupil Profile alongside strategies and advice.







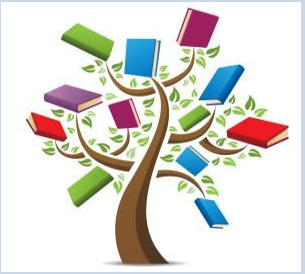




3. What is our approach to teaching pupils with SEND?

- The SEND team will use all the information available to them to ensure staff are aware of pupils needs. SEND Pupil Profiles are written and shared which indicate to staff how pupils want to be supported.
- Staff are provided with recommendations about how best to support your child in the classroom.
- Teachers are responsible and accountable for the progress and development of all the pupils in their classes so high quality teaching is our first step in responding to pupils who have SEND.
- Where needed, teachers will adapt and differentiate tasks and plans for individuals and groups of pupils.
- Some pupils will benefit from in-class support from our team of SEND Learning Support Assistants.
- Learning Support Assistants will support pupils in a variety of ways including in small groups, in whole class situations, and where appropriate and necessary with 1:1 support for a few pupils.
- Pupils may follow a programme tailored to meet their specific needs such as a Literacy or Numeracy Intervention.

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3. What is our approach to teaching pupils with SEND?

Academic

- The curriculum has been adapted to provide clear pathways to cater for the needs of our pupils. At GCSE all pupils study:
  - English Language • English Literature • Mathematics • Science • RE
- All pupils have additional options depending on their needs.
- From arrival in Year 7, the progress of all SEND pupils is monitored. Data is shared with parents in both written format as well as face to face at parent's evenings.
- The SENDCo is available to discuss individual pupils. Please ring to make an appointment.

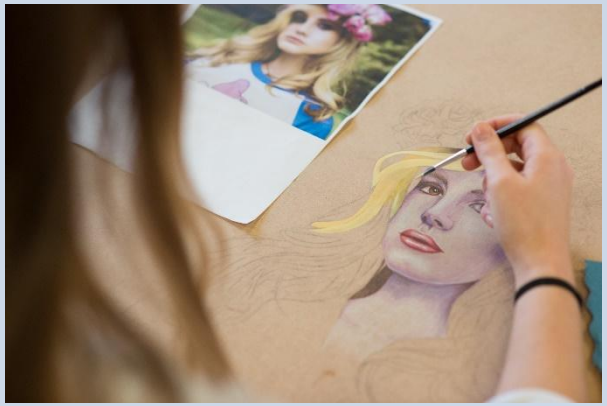
Social and Emotional Support

- We provide a break/lunch time support session in which pupils can play board games, chat with friends in a safe environment and LSA help with school work.
- We also offer homework support. This is open every lunchtime and is run by a member of the Learning Support team.
- Your child's Head of Year and Pastoral Manager will coordinate responses to concerns about emotional and social needs alongside the SENDCo.

3. What extra curricular/enrichment activities are available?

- We take a pride in the wide range of extra-curricular activities which are on offer.
- All enrichment activities are fully inclusive although this may require a risk assessment in certain circumstances.
- The school has a variety of lunchtime/after school clubs to meet all interests and needs. These include: music, sports, drama, art and dance.
- The school library is open to pupils every day at break, lunch and after school.







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4. Who is our Special Educational Needs Co-ordinator (SENDCo) and how can they be contacted?

There are two SENDCos at Rawlins:

Lead SENDCo - Mrs Olivia Redston-Lester

OliviaRedstonLester@rawlins.embracemat.org

SENDCo - Mrs Clare Worrall

ClareWorrall@rawlins.embracemat.org

Mrs Emma Harvey (SEND Admin)

EmmaHarvey@rawlins.embracemat.org

You can contact the team via our school switchboard.

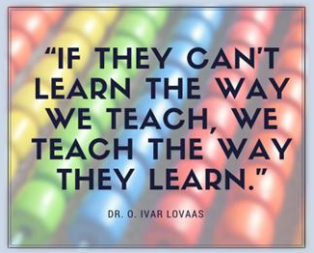
The phone number is: 01509 622800

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5. What training and experience do the staff have?

- Teaching and non-teaching staff have an array of experience which is shared across the school.
- The SENDCo and the Assistant Principal in charge of Professional Development work in partnership to plan staff training.
- The SENDCo actively engages in up-to-date training to share best practice and help deliver staff development by working with a number of outside agencies to support the needs of pupils.
- Training is delivered by staff with specialist experience as well as by external services.
- Each year the school has several training sessions dedicated to SEND to develop the appropriate skills, knowledge and resources to support quality first teaching and addressing the needs of all pupils.
- All staff have received AET Level 1 training from Autism Outreach to highlight the difficulties ASD pupils have and ways to overcome barriers to learning.

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5. What training and experience do the staff have?

- In recent years staff have received training on strategies to support pupils with literacy difficulties, Autism, behavioural and emotional difficulties, hearing impairments and restorative practice.
- Awareness raising training is also provided for staff coming into contact with particular pupils e.g. training from the diabetic nurse.
- A number of external agencies are involved with the school including:
    - Educational Psychologists, Specialist Teaching Service, Hearing Impairment Team, Visual Impairment Team, CAMHS, Autism Outreach, Social Services, Early Help Team (formally Supporting Leicestershire Families), School Nurse, Careers Advice and Youth Workers
- Should a pupil be transferring to Rawlins with a particular special educational need that has not previously been supported at the school, we would, in the first instance, gain information from the feeder school and undertake some observations. Following this, any necessary training or input from external agencies would be sought.



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6. What equipment and facilities are available?

- Due to the unique nature of the building we would encourage parents/carers and pupils to visit if they have particular accessibility issues so we can work together for the pupil's needs.
- Rawlins is a school with a number of different buildings constructed over the last 100 years. We have several flights of stairs around the building and lifts in our main teaching areas to enable access. Our Learning Resource Centre is accessible via lift if required.
- Where necessary we allow pupils who may need to ensure ease of movement from lesson to lesson, to leave the classroom early. This will be put in place following a risk assessment especially if a child is returning after an operation or injury.
- Some pupils may require LSA support at the beginning of the day or the change of lesson, including those pupils who feel more vulnerable in a large school environment.



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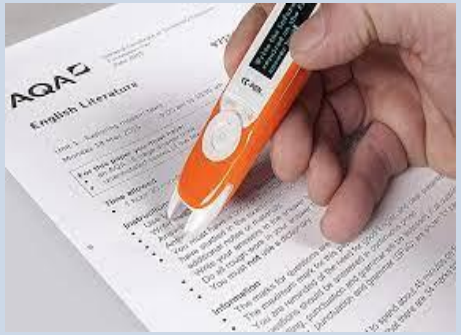
6. What equipment and facilities are available?

- The school works hard to ensure that no pupil is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and the specialist nursing team.
- Pupils with visual or hearing impairments are provided with their own specialised equipment and resources through links with the Visual Impairment or Hearing Impaired Service. For example: enlarged textbooks, magnifiers and ICT equipment.
- We have dedicated laptops and examination reading pens that are allocated to pupils with specific needs to use in lessons and in examinations.
- Any other additional specialist equipment, should it be required, will be negotiated with parents/carers through the appropriate services.









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7. What are the arrangements for consulting with parents/carers…

- Working with stakeholders is something that Rawlins prides itself on. Parents are encouraged to become involved with all aspects of their child's education.
- This process starts when a pupil is in Year 6 or even Year 5, as we believe early transition meetings help to support a smooth transfer from one school to another. Communication with parents during this transition is vital and may involve meetings where necessary.
- If the pupil transferring to Rawlins has an EHCP, we would request to be invited to the transition review at the primary school. This enables the school to begin planning for the following year. All ECHP's are reviewed on an annual basis and are carried out in line with statutory guidance.
- Early in Year 7 a tutor induction meeting is held, this is an opportunity for parents to meet the key person who will support their child pastorally.
- The progress of all pupils 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 in written format as well as face to face at parents' evenings.

7. How do parent/carers become involved?

- The SENDCo, or a member of the team, is available to discuss individual pupils, usually by appointment, to ensure privacy and confidentiality.
- We will have discussions with parents when identifying whether a pupil needs special educational provision. These conversations will make sure that:
    - everyone develops a good understanding of the pupil's areas of strength and difficulty
    - we consider the parents' concerns
    - everyone understands the agreed outcomes sought for the child
    - everyone is clear on what the plan to support a pupil is



- SEND staff will review pupils' needs on a regular basis and alert parents to any changes of provision by letter, in review meetings and at consultation evenings.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parents' evenings as well as website feedback.

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8. How do we consult pupils and involve them in their education?

- Pupils are regularly asked about their learning and how they feel they are progressing. The SENDCo, or a member of the team, has regular contact with pupils to discuss the support they receive. During these structured conversations, the current provision can be evaluated and modified where appropriate.
- Pupils are encouraged to take an active role in any relevant intervention programme and their opinions are taken into account. Pupils are involved in the assess, plan, do, review process.
- Pupils with EHCPs are encouraged to attend annual reviews or make sure their views are considered at these meetings. By attending, pupils are able to develop a picture of their progress and highlight areas for improvement.
- The school also has an active pupil voice. Pupils are asked to complete questionnaires about school, their learning and wellbeing on a regular basis.

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9. Who can parents contact if they have concerns?

- Parents who have a concern can speak to, or email, their child's form tutor, pastoral manager or keyworker in the first instance:
  - If the concern is about a subject area you can speak to, or email, the subject teacher or subject lead directly
  - If the concern regards a pastoral issue such as friendships, or bullying, you can speak to, or email your child's Head of Year and pastoral manager
- Concerns regarding attendance or ongoing pastoral issues should be directed to your child's Head of Year/pastoral manager.
- Emails can be sent directly to individual staff or can be sent to enquiries@rawlins.embracemat.org marked for the attention of the specific member of staff.



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9. Who can parents contact if they have concerns?



- If parents/carers have concerns or complaints regarding the Special Educational Needs and Disability provision at Rawlins in the first instance they should discuss their concerns with the SENDCo.
- Should they still not be happy after this consultation then they should contact either the Principal, Mr Morton, who will work with them to resolve the problem.
- Parents may contact the Chair of Governors should they feel the issue remains unresolved.
- Complaints are managed in line with the Trust's complaints procedure; this can be found on the school website.

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10. What support services are available to parents?

- There are a range of support services available to parents within the locality.
- If a child continues to make less than expected progress, despite support and interventions which are matched with their area of need, the SEND team may consider involving specialists from external agencies. Parents/carers are always consulted prior to any meetings or assessments taking place.
- A family information directory detailing a range of service providers that may support parents/ carers and young people with needs, can be found at:

Directories | Leicestershire County Council



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10. What support services are available to parents?

Agencies which are accessed through the school include the following:

- **Educational Psychology (EP) Providers:** Pupils are referred to an EP by the SENDCo, and they work with pupils on a wide range of situations where they are having difficulty accessing school life.
- **Specialist Teaching Service (STS):** A team of specialist staff who work with pupils with hearing and visually impaired pupils. If pupils require this input then the SENDCo can refer pupils.
- **Autism Outreach Service (AOS):** This service supports pupils in educational settings who have a diagnosis of an Autistic Spectrum Disorder. They work with pupils in a variety of ways to assist them to access various aspects of school life.
- **Speech and Language Therapy Service:** Pupils who require input from this team are assessed either in school or at the local clinic; they work with the school to develop strategies in the area of need.
- **Child and Adolescent Mental Health Service (CAMHS):** CAMHS is a large service working with children and young people who experience emotional and mental health problems. Various staff work for this service including psychiatrists, Mental Health Nurses and therapists. Referrals can be made to CAMHS via the pupil's GP or through the link Educational Psychologist.
- **School Nurse:** The School Nurse holds surgeries for pupils who wish to talk in confidence. She provides specialist support if required and also works alongside families to provide support and advice.
- **SENDIASS:** This service offers free support and advice to parents/carers. They will attend school-based meetings if required.

11. Contact details of support services

The contact details for support services are as follows:

- Specialist Teaching Service:  0116 305 9400
- Autism Outreach Service:  0116 305 9400
- Speech and Language Service:  0116 295 4692
- CAMHS Referral through GP or Educational Psychologist
- School Nurse Service:  01664 502410
- SENDIASS:  0116 305 5614

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12. How do we support students moving between different phases of education?

- Transition at Rawlins is coordinated through a key team of staff who are involved at each stage to aid the smooth transfer of pupils as well as information.
- Prior to arrival, pupils who have an EHCP will have a transition review in the autumn term. Staff from Rawlins like to be included in this process from the start in order to support a smooth transfer from Key Stage 2 to Key Stage 3. The transition plan is tailor made to meet the needs of the pupil and may include additional visits to the school, opportunities to meet key staff and familiarise themselves with the school layout and taster sessions along with visits from members of staff to the primary school.
- SEND documents are handed over directly and the same process occurs in Year 11 when pupils transfer to alternate Post 16 providers.
- Year 9 pupils who are transferring from Key Stage 3 to Key Stage 4 have a transition review meeting to ensure the correct pathway and options have been selected for them. We support pupils in making option choices through information evenings and assemblies, by providing taster sessions, careers education, and by involving pupils in the decision-making at each stage.

12. How do we support students moving between different phases of education?

- At Key Stage 4 we prepare pupils to make decisions about post-16 provision through information evenings and assemblies, careers education and through form time support and PSHE lessons, when pupils are guided though the application process.
- All pupils with an EHCP will have an interview with the school's careers advisor and an action plan for post-16 provision is agreed with the pupil.
- Post-16 students applying for Higher Education are assisted with UCAS applications.
- We will share information with the schools, colleges, universities or other settings when our pupils/students transfer and we agree with all stakeholders which information is shared as part of this process.





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13. Where can the local authority Local Offer be found? How have we contributed to it?

- Rawlins Special Educational Needs information report/school offer forms a contributory part of Leicestershire's Local Authority's Local Offer.
- From September 2014 Leicestershire LA publishes a local offer. This has two key purposes:
  - To provide clear, comprehensive and accessible information about the available provision and how to access it
  - To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND and service providers in its development and review
- More information about the **Leicestershire Local Offer** aimed at children and young people with SEN or disabilities and their families, can be found at:

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability



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Looking Forward to meeting you!

