

# School Information Report 2023-2024



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*This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.*

# How do we make the school inclusive and a positive environment for children with SEND?

- Engaging learning, adapted for your child's needs
- Caring and therapeutic attitude
- Fully included in the school community
- Commitment to providing a safe and positive learning environment for all

# How do we identify that a child has special education needs or disabilities?

- Look at regular assessments and data
- Teacher and parent observations
- Talking to previous schools if a child is new to the school
- Information from other services involved such as health



# How do we support children with SEND?

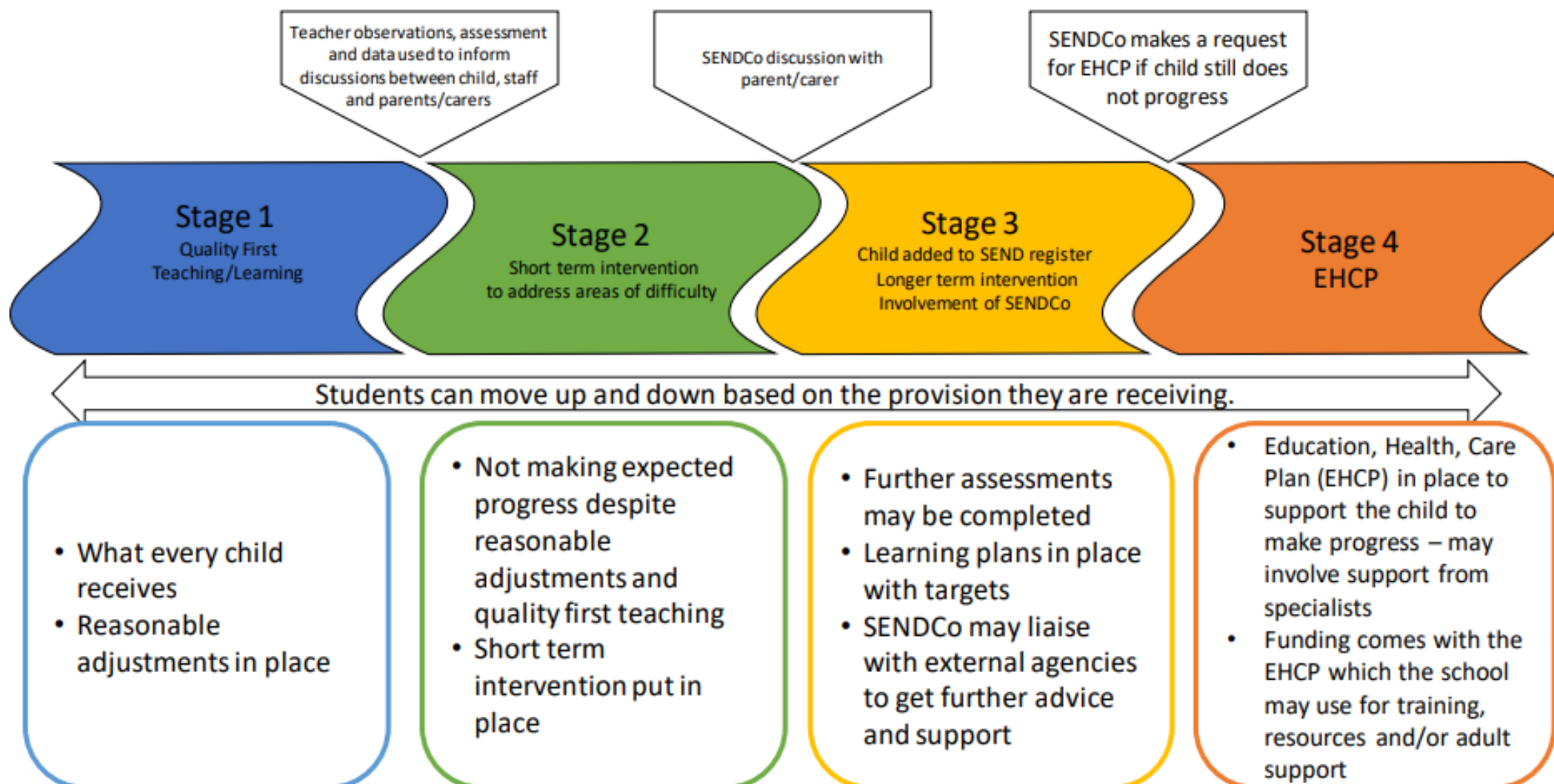
All children (with SEND or not) are supported by:

- Quality First Teaching
- An inclusive environment
- Reasonable adjustments
- Teaching adaptations
- Teacher or TA support
- Monitoring of progress



# How do we support children with SEND?

## Graduated Approach



# How do we support children with SEND?

- Every child is different, so will need different adjustments or curriculum adaptations.
- Targeted support may be provided 1:1 or in a group and may involve liaison within school or with external professionals.
- **Assess, Plan, Do, Review** Cycles – Learning Plans
- Monitoring of progress





# What is an EHCP?

EHCP: Education Health and Care Plan

The majority of children and young people with SEND and disabilities will have their needs met through SEND support provided by the school and external agencies.

For those with complex needs, an Education, Health and Care needs assessment may be required. This may lead to an EHCP.

An EHCP is a legal document setting out the plan to enable the child to receive the right support in order to make progress.

# How do we monitor progress?

- Classroom assessments and observations
- Targeted support baselines/end assessments
- Assess, Plan, Do, Review Cycles (learning plans)
- Parent input
- Pupil voice





# How do we work with families to support children with SEND?

- Communication with parents
- Assess, Plan, Do, Review Cycles
- EHCP Annual reviews
- Gathering parent and pupil voice
- Signposting to other resources and sources of support



# How does the school work with outside agencies?

- Health
- SEND district team
- Family support worker – Early help
- Attendance officer
- Social care
- SENDIASS



**NESSie** Positive Mental Health



**SEND**  
**0-25 years**  
Hertfordshire's Local Offer



**NHS**



**SENDIASS**  
HERTFORDSHIRE



**Angels**  
AUTISM & ADHD SUPPORT



The **DIAMOND**  
Learning Partnership Trust  
Be inspired

# How do we support children with medical needs and disabilities?

- Discuss the needs of the child on an individual basis
- Take advice from other professionals where needed
- Agree a plan that meets their needs – reviewed at least annually

# How do we support children's emotional wellbeing?

- PSHE curriculum
- Trusted Adults
- Zones of Regulation
- Outside agency involvement



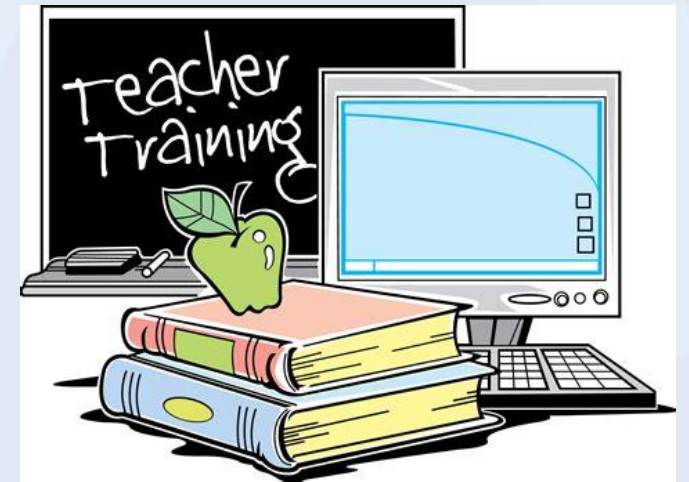
# How do we support children to access the wider curriculum?

- Reasonable adjustments to access trips and activities
- Risk assessments
- Discussion with parents
- Visuals and social stories
- Pre-visits where appropriate



# What training have staff had for supporting children with SEND?

- General SEND courses (school and external providers)
- Training for specific individual needs
- Observing, shadowing and modelling
- SENDCo available for advice





# What will happen when my child moves class or school?

- Transition information shared with relevant staff in school (from one class to another)
- Transition information shared between schools
- Observations of child or meeting with previous or next school
- Social stories, photo books
- Stay and play sessions/ visits



# What if I am not happy with the provision for my child?

- Talk to your child's class teacher.
- If the issue is unresolved, contact the SENDCo.
- If the issue remains, please contact the Headteacher.





## Further questions?

Please get in touch:

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