



Roman Way Academy
Special Educational Needs and Disabilities (SEND)
Information Report
2025-2026

INTRODUCTION

As an academy within the Diamond Learning Partnership Trust (DLPT), our intent is to ensure that all pupils, including those with Special Educational Needs, receive a high-quality, inclusive education that enables them to thrive.

Through high quality classroom teaching, the Trust and academy aim to identify needs early, remove barriers to learning, and provide personalised, evidence-based support. The curriculum is ambitious and adapted to be accessible to every child.

KEY ACADEMY STAFF

The first point of contact for any concern should be your child's class teacher.

All staff listed below can be contacted via the office:

NAME	ROLE
Mrs Anna Dean	SENDCo, Assistant Headteacher, Deputy Safeguarding Lead and Mental Health Lead
Mrs Sital Shah	Headteacher and Safeguarding Lead
Ms Becca Rees	Deputy Safeguarding Lead
Ms Julie Burgess	SEND Governor

WHAT KINDS OF SEND ARE PROVIDED FOR?

TYPE OF NEED	EXAMPLES
Communication and Interaction	Speech, language, and communication difficulties Autism Spectrum Condition (ASC) Low levels of receptive language Difficulty in understanding and processing language
Cognition and Learning	A specific learning difficulty, for example dyslexia or dyspraxia Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination Moderate learning difficulties including Global Development Delay Low levels of working memory Difficulty processing information, making decisions and problem solving
Social, Emotional, Mental Health (SEMH)	ADHD Low levels of self-esteem which may lead to behaviour that challenges Anxiety and depression Behavioural difficulties Situational mutism
Sensory and / or physical needs	Visual or hearing impairments Physical disabilities Epilepsy

HOW ARE SEN/D IDENTIFIED AND ASSESSED?

Baseline assessments and observations are carried out as needed. The information from this baseline is considered alongside evidence from parental discussions, previous settings, key stages, and years. Teachers regularly assess students in a wide variety of ways, and are best placed to identify those whose progress:

- is significantly lower than that of their peers starting from a similar baseline;
- fails to match or better the individual's previous rates of progress;
- fails to close the attainment gap with peers despite intervention;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, the academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers.

Academy staff will use this to determine the support that is needed and whether it can be provided within our ordinarily available provision (OAP), or whether something different or additional is needed.

At Roman Way Academy, children are identified as having Special Educational Needs and/or a disability in a wide range of ways, including:

- liaison with parents / carers;
- prompt handover of previous SEND information;
- collection of evidence of sustained classroom adjustments;
- diagnostic information, for example ASC diagnosis;
- transition information, including handover from / to support staff;
- Early Years baselines;
- pupil voice;
- dyslexia checklists;
- phonics data and screening;
- multiplication checks in preparation for the Year 4 MTC;
- Blank's levels assessment;
- speech screening;
- statutory and termly assessment outcomes (reading, maths, spelling and grammar);
- teacher assessments (all subjects);
- regular pupil progress meetings;
- attendance and behaviour analysis;
- referral for specialist advice.

HOW ARE PUPILS / STUDENTS AND PARENTS / CARERS CONSULTED AND INVOLVED?

Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil and their parents / carers will be held to identify whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- parent / carer concerns are considered;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on the next steps required.

Following these early discussions the pupil's record is updated. The academy will formally notify parents/carers when their child is added to the SEND register. Parents/carers will always be consulted to obtain permission for referrals to outside agencies, for example speech and language therapy or educational psychology. They will be invited to attend any professionals or review meeting where appropriate that will help support their child.

Parents and carers are consulted and involved in a variety of ways including:

- morning / afternoon handovers;
- school reports;
- school communication systems for example Arbor and Class Dojo;
- parent consultations and meetings;
- consultation during Assess, Plan, Do, Review processes (Insight learning plans);
- communications to confirm pupils moving onto and off the SEND register;
- home-school communication books;
- telephone / emails;
- discussing and giving permission for external referral, for example to Early Help.

Where a pupil's provision is highly adapted, with reduced access to the chronological classroom, parents and carers will be informed of the offer, the reason and the length of time the provision will run for, and consent obtained.

HOW THE ACADEMY ASSESSES AND REVIEWS PROGRESS TOWARDS OUTCOMES

The academy uses a wide range of monitoring systems to assess the impact of all teaching and interventions. These include:

- a tracking system to monitor children's progress against national/age expected levels and targets;
- phonics tracking;
- school reading scheme assessments;
- NFER;
- observations;
- Early Years framework;
- liaison with parents / carers;
- re-admittance actions following any suspension or internal pastoral consequence.

SUPPORT FOR TRANSITION

The academy liaises closely with staff when receiving and transferring children to different schools, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. A transition programme runs during the summer term annually, which allows pupils to experience the new academy environment and meet new staff.

Parents / carers are warmly invited to attend open days to support families in making decisions about their child's schooling.

Pupils are supported to join and leave the school through a range of strategies, including:

- social stories / tours;
- enhanced transition opportunities where needed;
- close liaison with the previous setting.
- welcome tour / induction;

- home visits;
- transition booklets sent home, for parents / carers to share and reinforce;
- baselining on intake;
- prompt transfer of any SEND files or plans.

As with all children, relevant safeguarding files will be passed to the child's new school or academy at the point of transition.

HOW PUPILS / STUDENTS WITH SEN/D ARE TAUGHT

In line with SEN Code of Practice Jan 2015, Roman Way Academy believes that "all teachers are teachers of pupils with special educational needs" As such, the academy adopts "a graduated approach" that places quality first teaching at the heart of all lessons.

Staff receive a range of high-quality training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENDCo holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils. Quality First Teaching and inclusive classroom practice is a high priority at the academy.

Teachers are supported by the senior leadership team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

Where a pupil is joining the school and specific training is required, for example for a medical need, staff will be trained in advance of their start date, and a suitable care plan completed.

Teachers are responsible for the children and young people in their class. High quality teaching and classroom adaptations support staff to identify and meet pupil need.

Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

Teaching Assistants are deployed in a range of ways, including:

- in-class support;
- phonics interventions;
- specific interventions, for example speech sounds or Attention Autism;
- support for regulation and well-being.

The academy has a high needs classroom, accessed by a number of pupils with complex needs at specialist level or higher. The SENDCo offers support to parents who are seeking specialist schooling for their child. Most children who access our high needs classrooms are awaiting a specialist school place. The academy is guided by outreach support from local specialist schools.

ADAPTION OF CURRICULUM AND LEARNING ENVIRONMENT: INCLUSION FOR SEND

Teachers are expected to plan work pitched at an appropriate level so that all pupils can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed work is individually scaffolded.

In addition, staff work hard to:

- adapt resources, for example large print for pupils with visual impairment, a microphone and hearing loop for those with a hearing need;
- deploy staff effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP;
- adapt resources to include key words to support pupils, visuals to aid presentation and symbols to support reading;
- use recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes;
- give longer processing times where needed, pre-teaching of key vocabulary, and repeated reading instructions of instructions;
- ensure classroom displays are low stimulus and relevant to the learning;
- support children in knowing (wherever possible) and meeting their APDR targets;
- support the emotional wellbeing and regulation of pupils, through strong relationships.

The academy has an Accessibility Plan which is reviewed regularly as the needs of the academy's community change.

STAFF EXPERTISE

Staff are well trained and there is a variety of expertise available at the academy. The following training and qualifications are available within the academy.

- National Professional Qualification for SEN Co-ordination;
- MA in SEND leadership / school leadership;
- Level 1, 2, 3 Teaching Assistant qualification;
- relevant first aid and medical training;
- training on trauma informed practice;
- training on neurodivergence including autism and ADHD;
- sensory processing training;
- Blank's levels training;
- relevant phonics scheme training.

Interventions and accommodations can be delivered, as required by a child's EHCP or by an Assess, Plan, Do, Review cycle (learning plan), and following discussion with parents / carers, including:

- Speech and Language Therapy programmes;
- Autism Bucket and Communication Circle;
- Makaton;

- social stories;
- emotional regulation strategies and support;
- Total Communication approaches;
- Lego therapy;
- in-class support;
- colourful Semantics and shape coding.
- supported lunchtimes;
- intimate care;
- scaffolding / deployment of additional adults;
- relevant phonics scheme interventions.

This support will be delivered where staffing and funding allows. When there are staff shortages or funding shortfalls, the academy will endeavour to provide the highest quality of SEND provision, including reasonable adjustments, that can be delivered by a mainstream setting and will seek additional funding where necessary.

EVALUATING THE EFFECTIVENESS OF THE PROVISION

The academy evaluates the effectiveness of provision for pupils with SEND by:

- reviewing pupil progress towards their goals a minimum of three times a year.
- pupil, parents / carer and staff surveys;
- parent / carer open sessions;
- APDR (learning plan) outcomes;
- provision mapping;
- progress reports and information arising from parents' evenings;
- internal and external reviews of practice, including Ofsted;
- governor visits and reports;
- visits from our Academy Challenge Partner and peer reviews;
- data analysis presented to Trust;
- attendance, suspensions, etc monitoring in addition to the academic outcomes.
- book looks and learning walks;
- lesson observations;
- monitoring parental complaints and learning lessons from feedback.

SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT

Relationships between adults and children are crucial in creating a secure learning environment where pupils feel safe and supported. The following strategies support this aspect of the academy's work:

- core values: Ready, Respectful, Safe;
- positive tone and body language;
- low stimulus classroom environments;
- careful planning of PSHE and SRE linked closely to matters arising locally and within the academy community;
- whole school and class assemblies;
- clear routines and expectations;
- staff welcoming pupils at the start of every lesson;
- lunchtime buddies;

- reward and consequence systems;
- social stories to remind pupils of key rules and expectations;
- comic strip conversations;
- frequent conversations about trusted adults;
- class worry boxes.

OUTSIDE AGENCY INVOLVEMENT

Roman Way Academy can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services include:

- Those provided by the Local Authority:
 - Speech, Language, Communication and Autism Team;
 - Early Years SEND Team;
 - Educational Psychologist;
 - Children's social care;
 - Early help – referral to a Family Support Worker;
 - North Herts Primary Support Service;
 - Specialist teachers, for example Teacher of the Deaf;
 - outreach support from local special schools;
 - support from the Trust SENDCo.
- Those provided by the Hertfordshire Community NHS Trust:
 - Physiotherapy and Occupational Therapy;
 - School nurse;
 - Speech and Language Therapy;
 - Positive behaviour, autism, learning disability and mental health service (PALMs);
 - Step2 early intervention children and young people mental health service (CYPMHS).
- Alternative provision such as TRACKS autism.

The school will complete any diagnostic information required by healthcare professionals within a reasonable timescale.

Reports and advices from specialists will be read, considered and shared as appropriate when these are provided to school.

ARRANGEMENTS FOR HANDLING COMPLAINTS

The first point of contact would be your child's class teacher to share your concerns. Parents can also arrange to meet our SENDCo or Headteacher.

[DLPT-Complaints-Policy.pdf](#)