

Roman Way Academy



Special Educational Needs and Disabilities (SEND) Information Report

Our vision: To build lifelong learners

Our mission: We enable every child to meet their full potential

This school is an inclusive school and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to all areas of the curriculum. Reasonable adjustments will be considered to enable children to participate in the life and work of the school.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) and Mental Health Lead is **Anna Dean**.

Our SEND Governor is **Julie Burgess**.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs or a disability?

Staff members seek to identify the needs of pupils with SEND as soon as possible. The teacher and SENDCo will gather information from within the school about the pupil's progress and compare this to national data and expectations of progress.

The attainment and progress of all pupils is monitored continuously in order to aid the identification of pupils with SEND. Where needs have not been previously identified, the area of concern will be identified and highlighted to the SENDCo.

There are four broad areas of need:

- Cognition and Learning
- Communication and interaction
- Social Emotional, Behavioural and Mental Health Difficulties
- Sensory and/ or physical needs

Additional assessments, where required, will be carried out so appropriate provision can be made to overcome barriers to learning and to ensure that pupils with SEND have full access to the national curriculum. This will be coordinated by the SENDCo and will be monitored and reviewed in order to ensure that individual targets are being met. If progress continues to be less than expected, it may be necessary to put in place additional support and a thorough assessment of the pupil's needs takes place. This will be supported by the SENDCo and includes the views of parents and pupil concerned. For higher levels of need, the school will draw upon more specialised assessments from external agencies and professionals.

If a child is placed on the SEN register, the parents/carers of the child will always be informed first. The SEN register is fluid and children who have made good progress and no longer need SEN support will be removed from the register. Parents/carers will be informed if this is the case. There is no clear division between pupils who are on the SEN register and those who are not, since 'needs' vary in degree and may fluctuate over a period of time.

How will school staff support my child?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. If progress continues to be less than expected it may be necessary for the teacher to organise additional intervention and support. This support could be extra group or individual support led by the teacher or a teaching assistant. Interventions can range from short daily sessions to longer less frequent sessions, depending on the need of each pupil. Additional interventions and support cannot compensate for a lack of quality first teaching.

It is the teacher's responsibility to provide for pupils with SEND in his/ her class and to follow the school's procedures for identifying needs and making provision to meet those needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The SENDCo provides advice, monitoring and links with outside agencies. The school governor for SEND oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

How will I know how my child is doing?

Teaching staff use a range of formative assessment methods in each lesson to assess children's progress, giving immediate feedback and adapting future planning accordingly. Summative assessments are recorded for each subject termly. In the first two terms, consultation evenings with class teachers are held to discuss the progress of all pupils, and a full written report is given at the end of the summer term. Half-termly tick sheets sent home to parents indicate attainment and progress in the core subjects. Where teachers feel that more frequent discussions would better support a child, additional meetings are arranged. Parents can request a meeting at any time in the school year by speaking to the class teacher, SENDCo or Head Teacher. The SENDCo is also available at consultation evenings.

How will the learning and development of provision be matched to my child's needs?

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Lessons are structured to support high aspirations for all pupils. Teachers are expected to make extra provision for children with SEND to ensure that learning is accessible to them. This can be done in a number of ways and is best done using a combination of these matched to the individual's needs:

- adult or peer support **AND**
- use of photographs and pictures including 'Communicate in Print' resources
- adult scribing of children's comments to capture their knowledge and understanding
- use of key words on enlarged strips of paper or card with/without images, key spellings on a keyring
- use of relevant objects linked to the learning objective or learning question
- use of support resources such as ear defenders, writing slopes or screens, reading rulers, pencil grips
- use of table top resources like number lines, counters, word banks
- having an enlarged or additional copy of a text – with an adult supporting the child to access this
- pre-teaching sessions to prepare a child for a lesson

Extra interventions in small groups or individually, provided by teachers, teaching assistants, external agencies or the SENDCo, may be used where staff judge it to be beneficial. This judgement is based on an assessment of the child - where appropriate, involving the SENDCo and parents. A plan for intervention is formed, actioned, reviewed and adjusted, as necessary.

Formal, termly meetings are held with teachers, the Headteacher and the SENDCo, to check on the progress of all pupils. The impact of the provision in place is assessed and adjusted accordingly. For higher levels of need, the school draws on expertise of external agencies and professionals.

Roman Way staff work as a team to implement each Assess, Plan, Do, Review Cycle (APDR).

Extra provision is recorded on an individual Provision Map (PM) which records interventions and support given, including any reasonable adjustments made for a pupil. Personalised Pupil Plans (PPP) or Individual Risk Reduction Plans (IRRP) may be used to record and review

individual targets, where pupils have very specific, stepped targets to attain - for instance in a Speech and Language programme. Class teachers and teaching assistants work with the SENDCo to devise, action and monitor these plans. These documents are always shared with parents and parents are encouraged to add their views and comments when reviewing and updating these plans. Where possible, we will also seek to gain the views of the child. Children with a PPP also have their targets in photo/ picture format to enable them to understand their own targets and next steps.

The effectiveness of the school's provision for pupils with SEND is reported to governors and monitored by Ofsted.

What support will there be for my child's overall well being?

All staff are trained in safeguarding. We work hard to ensure all pupils are treated with respect and feel valued. The school will make reasonable adjustments and provision to support any pupil with special educational needs and disabilities to prevent them from being put at a disadvantage. The school aims to be proactive in putting in place provision to prevent discrimination, to promote equality of opportunity and to foster good relationships. Our PSHE (Personal, Social, Health Education) curriculum is accessed by all children and where appropriate, targeted small group or individual work will be organised.

Where a child's needs are best met by a number of external professionals, not necessarily involved in education, the school may initiate a Family First Assessment (FFA). As result of this, a variety of professionals and agencies work with the educational setting to form a 'Team Around the Family' (TAF) to work through an action plan.

The school has a positive behaviour policy which is published on our school website. Our staff are highly skilled in implementing behaviour strategies and we use a restorative approach to ensure that that all children feel listened and issues are resolved fairly. We find ways to develop children's self-esteem such as giving the pupils additional responsibilities around the school.

The school adheres to the statutory guidance 'Supporting Pupils at School with Medical Conditions' and all medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with significant medical conditions who would require specialised intervention/ treatment and are shared with all staff who work with the child, including midday supervisory assistants.

What specialist services and expertise are available at or accessed by the school?

All teachers are well trained and supported. There is a comprehensive programme of continuing professional development. All teaching assistants receive additional training to deliver appropriate interventions. The school has a link educational psychologist, speech and language therapist and school nurse team. The school can also refer to outreach services such as North Herts Primary Support Service (NHPSS), Specific Learning Difficulties Base (SpLD), Woolgrove outreach etc.

What training have the staff, who support children and young people with SEND, had or are having?

The school is able to access training provided by the Local Authority (see Local Offer link below), Delivering Special Provision Locally (DSPL: www.nhdspl.org.uk) and the Diamond Learning Partnership Trust (DLPT). Staff are trained in first aid and safeguarding. There are a number of specially trained paediatric first aiders in the school and two safeguarding leads (DSLs). Teachers and teaching assistants attend courses in various areas of SEND and training to staff is also provided by the school's SENDCo. The school works closely with external specialist advisory teachers, the educational psychology service, specific learning difficulties base and other professionals such as the physiotherapist, occupational therapists or speech and language therapists who provide support and training as required.

How will you help me to support my child's learning?

Parent consultation evenings are held in the autumn and spring terms to keep parents fully informed of their child's progress and an annual report is written for each child in the summer term. We will invite parents whose children are in need of significant additional support to meet with us to review progress and identify the ways in which we can work together to support their children's learning.

Parents are invited in to meet their child's new teacher informally in the summer term for the next academic year. Meetings for parents are then held at the beginning of the school year with separate meetings for EYFS, KS1 and KS2. Informative workshops are held regularly to update parents on aspects of their child's education.

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

There are formal arrangements such as parent consultation evenings where parents are involved in discussions about their child's education. However, we have an 'open door' policy where parents are usually able to pass on a message or piece of information before or after school. If a longer discussion is needed, a meeting will be planned. Working parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Appointments with the SENDCo can be made via the school office to discuss issues regarding SEND.

If your child has a Provision Map or Personalised Pupil Plan, the class teacher and/or SENDCo will liaise with you to ensure that your views as a parent/carer are listened to and responded to and used, where appropriate, to inform planning for your child's provision. Copies of these documents are always shared with parents. When reviewed, the school will ask for any comments a parent wishes to make and these will be taken into consideration when writing the next plan.

Parents are represented on the school governing body and we also have a very active PTA.

How will my child be included in activities outside the classroom?

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed. The school will work with parents to make reasonable adjustments to support children with SEND on school trips and activities outside of the classroom and if necessary, parents will be consulted to ensure full participation and active engagement of all

children. KS2 children with SEND have opportunities to take on extra responsibilities such as becoming a 'Buddy' or an 'Eagle'.

How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible, has a disabled changing and toilet facility and a disabled lift. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/ health professionals to ensure all children's health and physical needs are catered for within the school environment.

For more information, please refer to the Accessibility Plan on our school's website.

Who can I contact for further information?

The school has a SENDCo who can be contacted by telephone or email and is available to meet with parents if there are any concerns about your child. It is however, more appropriate to speak to your child's teacher with any initial queries.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. The level of support offered is dependent on each child's need, age and development. Where necessary, a transition timetable, additional visits, individual home visits, transition books and photographs may be used. Pupil passports are created to enable the child to share information about their learning preferences, including how they like to be supported and any other information that teachers in their new setting should know about them. There are additional meetings between SENDCos to ensure that the receiving school is fully prepared to support each new child.

How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much support my child will receive?

The school has an amount identified within its overall budget called the national SEND budget. This is used for resources to support the progress of children with SEND; to employ teaching assistants to work with children, to buy specialist equipment, resources, books and stationery, and to provide specialised training for staff. Where a child requires provision that exceeds the nationally prescribed threshold, additional top-up funding can be applied for through the Local Authority (Local High Needs Funding). When a child's needs are more complex and can't be met by the school alone, an EHC assessment may be made to see if an EHC Plan (EHCP) is the next step. More information about EHCPs can be found on the Local Offer website (see below).

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

The amount and type of support offered to a child is determined by a detailed analysis of the child's needs, barriers to learning, stage of development, parental views, the child's own views and consultation with the class teacher. This support is reviewed regularly with amendments being made to the programme of support. Interventions typically last between 1 and 2 terms with the emphasis being on early identification and targeted effective support to minimise long term need for additional support.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEND can be accessed at www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx