

# Roman Way Academy



## 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.

**Definition of Special Educational Needs** 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 or a 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.

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 SEN Governor is **Julie Inwood***

*Our SENCO, Autism Lead and Mental Health Lead (person coordinating the day-to-day provision for pupils with SEN) is **Sital Shah***

*EKLAN trained teaching assistant is **Sarah Smith***

*Family Support for Roman way First School is **Hayley Stone***

**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?**

Staff members seek to identify the needs of pupils with SEN as soon as possible. The teacher and SENCO will gather information from within the school about the pupil's progress, alongside national data and expectations of progress, including high quality and formative assessment.

The attainment and progress of all pupils is monitored continuously in order to aid the identification of pupils with SEN. Where needs have not been previously identified, the area of concern will be identified and highlighted to the Special Educational Needs Co-ordinator (SENCO).

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 assessment, where required, will be carried out so appropriate provision can be made to overcome barriers to learning and to ensure that pupils with SEN have full access to the national curriculum (see provision map). This will be coordinated by the SENCO 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 SENCO 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. The pupil may be placed on the SEN register and parents will be informed.

### **How will school staff support my child?**

At Roman Way First School, the staff work as a team to help identify, assess, plan, and support children with SEN.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. 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, teaching assistant or SEN 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 good quality 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, assessing 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 SENCO 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?**

In the first two terms, consultation evenings are held, to discuss the progress of all pupils, and a written report is given at the end of the third term. Where teachers feel that more frequent discussions would better support a child, additional meetings are arranged. Parents can request meetings by speaking to the class teacher, SENCO or Head Teacher. The SENCO is available at consultation evenings or, more convenient, parents can arrange a meeting with the SENCO at another time.

## **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 using differentiation of tasks or materials and teacher or teaching assistant support, as appropriate. Extra interventions in small groups or individually, provided by teachers, teaching assistants, family support worker or the SENCO, may be used where staff judge it to be beneficial. This judgement is based on an assessment of the child- where appropriate, involving the SENCO 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 SENCO, 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. Extra provision is recorded on school 'provision maps' which records interventions and support given in each year group including any reasonable adjustments made for pupils. 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 SENCO to devise, action and monitor these records. 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. 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 substantial disadvantage. The school aims to be proactive in putting in place provision to prevent discrimination, promote equality of opportunity and to foster good relationships, through PHSE (Personal, Health, Social and Education), curriculum for all children and, where appropriate, targeted small group or individual work. We have a family support worker in our school, who supports pupils and their families.

She oversees the work of staff members who are trained in protective behaviours, giving children a safe way to discuss and explore feelings. 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.. As a school we have access to professionals who will provide support for children's social, emotional and mental health needs.

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 issues are resolved fairly and that all children feel listened to and work towards an outcome. 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 Education Support Centre (NHESC), Specific Learning Difficulties Base (SPLD) and the Communication and Autism Team (CAT), Woolgrove outreach

### **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 and by the DSPL. Staff are trained in first aid and safeguarding. There are a number of specially trained paediatric first aiders in the school and four designated senior staff members (DSLs) for safeguarding concerns. Teachers and teaching assistants attend courses in various areas of SEND and training to staff is also provided by the school's SENCO. 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?**

Parents evening are held each term 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.

A meeting for parents is held at the beginning of the school year. Information on our school website shows parents which topics will be covered. Parents are invited in to meet their child's new teacher informally in the summer term for the next academic year. On occasions, informative evenings for parents are held 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 occasions such as parents evening 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 SENCO can be made via the school office to discuss issues regarding SEND.

Parents are represented on the school governing body and there is also a very active PTA (Roman Way supporters) in school.

The interventions and actions used with SEND pupils are recorded on a provision map and some pupils will have a personalised pupil plan which parents will be involved in reviewing to identify progress and the next steps.

### **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.

### **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 SENCO 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.

## **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 stationary, 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 (Exceptional Needs Funding).

## **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, their 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.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)