



Roebuck Academy SEND Information Report

September 2022

Our School Offer is part of Hertfordshire Special Educational Needs and Disabilities (SEND). This information describes the arrangements schools should have in place for Hertfordshire children and young people with SEND.

For further information on any particular aspect, please *click the links provided*. (Throughout this document, numbers in brackets refer to the SEND Code of Practice 2015).

We hope you find the information 'easily accessible' and that 'it is set out in clear, straightforward language'.

The Hertfordshire Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

The school's offer meets the requirements of both Hertfordshire parent/carers as well as the SEND Code of Practice 0-24, 2015.

The special educational needs and disability (SEND) code of practice (2015) requires all local authorities to describe the special educational provision it expects to be available for children and young people who have SEND.

At Roebuck Academy it is our aim to raise the aspirations and expectations for all pupils with Special Educational Needs and Disabilities (SEND). We have a person-centred approach that focuses on the outcomes for children, not just an allocation of provision and support.

All schools are required to develop and publish a SEN Information Report, (paragraph 6.79 of the SEN Code of Practice document, numbers in brackets refer to the SEND Code of Practice 2015).

The SEND Code of Practice (2015) states that we must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child with SEN gets the support they require.
- Appoint a SENCO who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Co-ordination within three years of appointment. (This does not apply to 16 to 19 academies.)
- Take steps to ensure that children with medical conditions get the support required to meet those needs. (5.11 and 6.11)
- Publish and update at least annually the SEN information report. (6.79)
- Publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time.
- Cooperate with the local authority in the education, health and care plan review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer

Our Vision:

'All children and young people at Roebuck Academy with SEND will have access to high quality local provision that meets their needs.'

Our Jointly Agreed Commitments:

- Every child and young person will have their needs identified and assessed;
- Every child and young person is entitled to high quality provision appropriate for her or his individual needs;
- Schools, early years settings, colleges, services, agencies and the LA have a shared accountability for ensuring children and young people achieve good outcomes;
- There will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal settings;
- Roles and accountabilities will be clear and focused on the needs of the child and young person;
- Information, funding and decision making will be transparent and without unnecessary bureaucracy;
- Resources will be used effectively and equitably;
- There will be a focus on developing preventative and early intervention approaches;
- Children, young people and their parents participate fully in decisions about provision and services;

- Schools, early years settings and colleges will work collectively to share effective practice and make best use of resources;
- The LA will facilitate capacity building so that local schools, early years settings and colleges are able to meet the needs of children and young people;
- Co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations.

From: Hertfordshire County Council, [Special Educational Needs and Disability Strategy , 2015-2018, Shaping the Future of SEND in Hertfordshire](#)

The new SEND Strategy is a plan of action for developing and improving the SEND services for children and young people in Hertfordshire over the period 2022 - 2025. This new strategy will replace the [existing SEND Strategy](#). Please see the link to read the draft strategy.

<https://www.hertfordshire.gov.uk/microsites/local-offer/feedback/local-offer-blog/send-strategy-launch-events.aspx>

How does the school know if children/young people need extra help and what should I do if I think my child may have special needs?

- ❖ Monitoring of progress - Children are monitored continually at school through observations, marking, verbal feedback, assessment, data analysis, information shared from parents, other settings and outside agencies
- ❖ Transition - information is received from other settings or external professionals
- ❖ Class teacher is your first port of call if you have a concern. If you think your child has additional needs, you should speak to your child's class teacher in the first instance. The class teacher will advise you and if necessary, refer you to Mrs Elson who is the Inclusion leader (INCo)
- ❖ An appointment can be made with members of staff via the school office
- ❖ Appointments can be made with Inco at parent consultations

We know when pupils need extra help if:

- ❖ Concerns are raised by parents/carers, teachers or the children themselves
- ❖ If on entry to the school or parents assess and identify that there is a specific need
- ❖ Limited progress is being made. The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age appropriate expectations will usually be identified through pupil progress meetings during the year
- ❖ There is a change in a pupil's behaviour or progress
- ❖ Children are monitored continually at school through: observations, marking, moderation, assessment, data analysis, information shared from parents, others settings, outside agencies

Teachers continually assess children through regular pupil progress and attainment meetings with Senior Leaders. When progress and attainment are significantly below age related expectations further assessment may be necessary.

If you believe your child may have SEND you need to arrange to meet the class teacher to discuss your concerns. This may be at a parent's evening, or by telephone, email or appointment. Sometimes it might be necessary for the school's inclusion leader to be involved. We refer to the Special Educational Needs and Disabilities (SEND) code of practice sections 6.14 to 6.27.

How will school staff support my child?

Level of intervention

- Class teacher - Quality First Teaching "High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN" SEND Code of Practice;
 - Targeted Support - This is where additional and different provision is put into place for a child. This may be a focussed small group with either Teaching Assistant/ Inco/ Speech and language TA or teacher;
 - Use of play/art/sand therapy from our pastoral support lead may require if school consider this an appropriate form of intervention;
 - Use of supportive equipment as needed e.g. sensory, writing slopes, laptops etc;
 - Individual Risk Management assessment as appropriate;
 - Specialist Support is where a referral is made to a specialist external agency;
 - This support may be from speech and language, SAS team, SPLD base, Tier 2 or 3 behaviour support, Educational Psychologist, Outreach support from Greenside or school nurse;
 - Themed days and weeks to support children's learning in inspirational ways. This can be linked to a number of curriculum subjects.
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- ❖ Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Planning and teaching is adapted on a daily basis to meet your child's learning needs. If a child has been identified as making less than expected progress, their class teacher in consultation with the Inclusion leader, will provide high quality teaching targeted at their areas of need.
 - ❖ Where needed Class teachers or Teaching Assistants may lead a targeted intervention. This support could be in either a small group or as an individual. It can take place within the classroom or outside. Different teaching resources may be used. Interventions are for a set period of time depending on the needs of each child.
 - ❖ Specially trained support staff can support the needs of your child in lessons where necessary.
 - ❖ Specific resources and strategies will be used to support your child individually and in groups.

- ❖ Staff are available to support children through the day including lunchtimes. Midday Supervisors support the children during lunchtime and a member of the Senior Leadership Team and Inclusion team is on duty each day during lunchtime.
- ❖ It is the class teacher's responsibility to provide for children with SEND in their class and to follow the school's procedures for assessing, planning, doing and reviewing.
- ❖ The INCO provides advice, monitors, and liaises with outside agencies. There is a school governor for SEN who oversees the school's work with SEND and ensures the quality of provision is regularly monitored. The Governor is Mrs Catherine Everett.
- ❖ The school provision maps details the support available for each type/ category of SEND.
- ❖ The class teacher is responsible for all the children in the class including those with SEND. It may be necessary for your child to receive extra support in small groups or occasionally one to one. The INCO may suggest involvement of an outside specialist. Parents will be fully involved at every stage of the process.

How will I know how my child is doing?

- ❖ Parents of children identified as having SEND meet with the class teacher and where appropriate the INCo, each term to review their support plan. You will have a consultation about the progress your child is making towards their targets and you will discuss any changes to adaptations and support. You will also talk about how you can support these at home which is an expectation to ensure your child makes progress.
- ❖ Additionally, we offer an open-door policy. If you wish to discuss your child's needs at other times, please make an appointment to meet with the class teacher or INCo.
- ❖ Parents' evenings take place 2 times per year as well as every child receiving an annual school report.
- ❖ Your child's progress is continually monitored by his/her class teacher. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:
 - Listen to any concerns you may have;
 - Plan any additional support your child may receive;
 - School will discuss with you any referrals to outside professionals to support your child's learning;
 - To join meetings with external professionals;
 - To attend open evenings;
 - Home/School communication books as appropriate for individual needs;
 - Reading record books;
 - ILEADS, (Individual Assessments of Early Learning Development) will be completed for a minority of pupils who need additional support to what can be offered through first quality teaching in EYFS. These are reviewed twice a year.
- ❖ At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is

something the government requires all schools to do and the results that are published nationally.

- ❖ The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- ❖ The INCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- ❖ The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

A detailed assessment, which draws on the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views takes place. This ensures that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. Children are consulted through the whole process and are key to decisions about what support is needed and will yield the most impact. Class teachers and the INCO maps provision for children.

Each child has individual targets throughout the school in Reading, Writing and Maths. Children with SEND may have a personalised learning plan for school staff to follow. Children with medical needs have a care plan in place (if appropriate)

Subject leaders and Class Teachers meet with the INCO to map provision for children.

All children have quality first teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class;
- That all teaching is based on building on what your child already knows, can do and can understand;
- Different ways of teaching are in place so that your child is fully involved in learning in class;
- Specific strategies (which may be suggested by the Inclusion Manager, or outside staff) are in place to support your child to learn.

Some children who have gaps in their understanding will be offered an intervention.

The group may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching assistant who has had training to run these groups.

For your child this would mean that they will engage in group sessions with specific targets to help them to make more progress.

Specialist Outside Agency Support

- ❖ You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them effectively.
- ❖ The specialist professional will work with your child to understand their needs and make recommendations.

A small minority of pupils with significant, complex needs may have an Education, Health and Care Plan (EHCP), (previously statement of Special Educational needs)

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the type and amount of support that will be provided for your child.
- After the school and you have sent in the request to the Local Authority (with a lot of information about your child), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support in place.
- The Local Authority will decide if your child needs are complex, significant and long term to require an EHCP. If so specific targets will be written and a plan formulated, this plan will be reviewed annually.

1. What support will there be for my child's overall wellbeing?

- School council;
- Assemblies/PSHE;
- Pupil voice - talking to the children to ascertain view point, strengths and areas for development;

- Wider outcomes -participating in extra activities, self- esteem, social development, enjoyment in and out of school, after school clubs;
- Positive relationships between parents, school and children - Key adults;
- Teaching assistants supporting the children with learning;
- Access to high needs transition worker or family support worker;
- Key adult/mentor for the child to talk to;
- Refer to school behaviour policy;
- If your child has a medical condition please see our Medical Conditions Policy;
- Sensory garden, creature corner or use of allotment is available;
- The school has two mental health leads, Carla Johnson & Clare Elson.

The Pastoral Support and Attendance Worker, Mrs Johnson, provides support for children's social, emotional and mental health needs. There are also trained Teaching Assistants who are highly skilled in implementing personalised effective behaviour strategies. The school has a behaviour policy which is published on the school website and is available on request from the school office.

The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions'. Individual health care plans are written for children with medical conditions and shared with all staff that work with the child, including lunch time staff.

There is a team school nurse who works together with parents and staff to meet a child's health needs. In some instances, this will require referring a child to access a specialist support service.

The following interventions can be offered to children where school staff and parents feel there is a need:

- Peer mentors;
- Bereavement groups;
- Positive relationship groups;
- Feelings management groups;
- Wellbeing group/young carers;
- Transition programme;
- Drawing and talking activities;
- Adult mentors for Year 6 children;
- Protective Behaviours.

A referral can be made to an outside agency if needs are unmet:

- School Nurse support;

- Families First Assessment;
- Outreach support- Children's Centre;
- Counselling;
- Family Support Worker;
- PALMS home support for children with Autism and learning disabilities.

What training have the staff, supporting children with SEND, had or are having?

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. The Inclusion Manager and external agencies provide training on SEND issues such as changes to SEN code of Practice, Communication in Print, Autism, and medical needs.
- All staff are trained in First Aid and Safeguarding. There are 5 Designated Senior Persons (DSP) for Safeguarding Concerns.
- All staff have been trained in Hertfordshire Steps, Step On, a therapeutic approach to behaviour. 5 members of staff have been trained in protective behaviours.
- Other staff have been trained in Speech and Language Support, Autism, dyslexia, dyscalculia, English and maths interventions, reading intervention, behaviour strategies and gross and fine motor skills difficulties and ongoing SEND updates.
- The INCo has achieved the National SENCO Award.
- Staff have completed Tier 1 AET training in good autism practice.
- The Pastoral Support worker receives regular training to support emotional wellbeing and mental health including peer mentoring, behaviour and Families First Assessment.
- Outside agencies provide regular training. Staff have received training in: Epipen training, ELKLAN and Epilepsy.
- The Speech and Language Service have provided training play talk and Makaton,
- Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

At times it may be necessary to consult with outside agencies to receive their specialised expertise. You will be asked for your permission before your child is referred and will usually be able to meet with the agency. Referrals to most medical services must be completed via the GP or school Nurse.

Many of the agencies operate a tiered system, in order for a referral to be accepted, criteria must be met and a period of school support is likely to be needed first.

- Educational Psychologist Service;

- CAMHS (Child and Adolescent Mental health Service);
- Attendance Officer;
- Family Support Worker;
- Speech and Language Therapy;
- SEND Specialist Advice Service (Autism /Visual Impairment/Hearing Impairment/Multi-Sensory Impairment/ Specific Learning Difficulties);
- DSPL 2 tier 2 and tier 3 behaviour support;
- Greenside School Outreach;
- Teacher of the deaf;
- Nessie;
- Family Centre;
- Counselling;
- Children's Social Care;
- Occupational therapy and Physiotherapist;
- School Nurse.

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

- ❖ The class teacher will discuss how you can support your child's learning at their support plan review meeting. They will discuss your child's progress or any concerns that they or you may have. The Inclusion leader, SENCO and Pastoral Support Worker are also available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment.
- ❖ If outside agencies are involved, they will usually recommend strategies to use at home. All information from outside professionals will be discussed with you, or where this is not possible, in a report.
- ❖ Homework activities often include success criteria and prompts to help you support your child develop key skills across the curriculum.
- ❖ Regular parent workshops are held to support home learning.
- ❖ Opportunities to support your child are shared on school newsletter e.g.
 - Phonics training;
 - Open afternoon in class;
 - Focused coffee mornings;

- Parent workshops;
- Links from school website;
- Family Support Worker;
- Parenting courses from DSPL2;
- Homework club;
- APDR/Support plan reviews;
- Class blogs;
- Mental Health Newsletters;
- Subject Deep Dives.

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

- ❖ You will be able to discuss your child's progress at Parents' Consultation Evenings.
- ❖ We have an open-door policy so parents are welcome to arrange appointments in addition to the termly parent/carer consultations.
- ❖ Parent/care voice and questionnaires.
- ❖ When children are first identified as having additional needs, parents will meet with the class teacher and INCo to discuss strengths, concerns and needs. Parents of children identified as having SEND meet with the class teacher each term to review their APDR/Support Plan and plan their next steps.
- ❖ Children are involved in reviewing their progress and planning their next steps. Children are involved in writing their support plans and are helped to identify how they can best be supported.
- ❖ Common Assessment Framework (CAF)-for multiple needs where multiple services are needed-up to the parent
- ❖ Education, Health and Care plan (EHCP) for a minority of pupils
- ❖ Risk assessments for a minority of children
- ❖ Pastoral support plans (PSP) for a minority of children

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

- ❖ For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm

- ❖ All pupils are invited to take part in trips/clubs – letters home/emails/newsletters
- ❖ All pupils are invited to take part in the Year 6 residential visit to Kingswood, Norfolk
- ❖ All children with SEND are included on all school trips and when appropriate additional staff are deployed
- ❖ Parental discussion

How accessible is the school environment?

- ❖ All Hertfordshire schools will comply to the equality act 2010 and will make reasonable adjustments
- ❖ The school is designed to be accessible and reasonable adjustments are made for all children with SEND where necessary
- ❖ Risk assessments are in place as appropriate
- ❖ We have an open-door policy
- ❖ The building is fully wheelchair accessible and has disabled changing and toilet facilities as well as car parking
- ❖ Home visits are carried out for all nursery children (Pre Covid risk assessment)
- ❖ EAL teacher is available at the school who can support parents and may translate or act as an interpreter if needed
- ❖ Specialised equipment, aids and resources are 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 e.g.:
- ❖ Inclusive learning environment
- ❖ Modification to environment- rails/disabled toilet/ ear defenders /writing slopes/ specialised seating, /coloured overlays and exercise books/ ICT-laptops for SPLD pupil
- ❖ English as an Additional Language support from a specialist teacher

Who can I contact for further information?

- ❖ My child's Class teacher;
- ❖ Inclusion lead is Clare Elson and can be contacted via the office on 01438 311937 or can be emailed;

- ❖ Phase leader / Deputy Headteacher/ Headteacher;
- ❖ SEND Governor;
- ❖ County - SEND officer;
- ❖ Various websites.

The INCO can be contacted via the school office. She will be available, via appointment, to meet with you if you have any concerns about your child. You may feel it is more appropriate to speak to your child's teacher with any initial queries.

We have adopted the Local Authority's complaint procedure in respect of children with SEN. Parents concerned about arrangements are encouraged to speak to the class teacher, Deputy Headteacher, Headteacher, a member of the SLT or INCo in the first instance.

Whilst we hope that problems may be overcome in school, you can ask for a copy of our Complaints Procedure Policy which is also available on the school's website.

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?

SEND support includes the planning and preparation for the transitions between classes and different phases of education. The level of support offered is dependent on each child's needs, age and development.

To support transition there are robust transition programmes in place between year groups, key stages and settings.

We recognise that transitions can be difficult for a child with SEND and take steps and actions to ensure that any transition is as smooth as possible. These may include:

- Additional visits to new classroom for children as appropriate;
- Additional meetings with parents as appropriate;
- Home visits for children in EYFS (Pre Covid);
- Visits by Key staff to other settings in EYFS as appropriate.

If your child is moving child to another school:

- We will pass on any records and contact the school to ensure they know about any special arrangements or support that need to be made for your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEND information will be shared with the new teacher;

- Your child may have a transition photo book and be part of a transition group.

In Year 6:

- The Class Teacher/Inclusion Manager will discuss the specific needs of your child with their secondary school;
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead;
- Your child may be invited to join a transition programme run by Stevenage Education Support Centre.

Where possible your child will visit their new school. In some cases, staff from the new school will visit your child in this school.

If you have any concerns that your child is worried about transitions, please contact the class teacher or Pastoral Support and Attendance Worker.

How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget. This is used for resources to support the progress of children with SEND. This is used in the main to employ Teaching Assistants to meet the needs of children with SEND, buy specialist equipment, books or stationary or provide specialised training for staff.

In exceptional circumstances additional funding can be applied for using High Needs through DSPL2.

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

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. The Headteacher and Inclusion leader discuss all of the information that they have regarding SEND in the school, including:

- the children receiving extra support already
- the children who at present as needing extra support
- the children who have been identified as not making as much progress as would be

expected

It is then that a decision is made as to what resources/training and support is needed.

- This support is reviewed at least termly and sometimes half-termly depending upon the nature of the SEND and the support needed.
- The emphasis is on early identification and targeted effective support to minimise any long term need for additional support.
- All resources/training and support are reviewed regularly and changes made as needed.

There is careful monitoring of support to ensure development of child's independence.

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

Alternatively, you may wish to contact:

SEND Department
Robertson house
Six Hills Way
Stevenage

Our school Information Report and School Offer will be reviewed termly as new developments, processes and provisions alter and change.

September 2022