

Roebuck Academy SEND Information Report

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 an SEN Information Report (paragraph 6.79 of the SEN Code of Practice)

Waves of Intervention Model



Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

1. 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?

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

If you think your child may have additional needs, your first point of contact is the class teacher. Please make an appointment to meet with them. If the concerns remain, then contact Mrs Fisher who is the Inclusion Coordinator (INCo) or Mrs Elson, who is the Special Needs Co-ordinator (SENCO) via the school office.

2. How will school staff support my child?

Children are supported in a range of ways (see Wave 1-3 overview for more detail)

- 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 need 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 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 and SENCo provide advice, monitoring, and links 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 Linsey Brewis.
- The school provision menu shows the support available for each type of SEND.

3. 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 or SENCO, 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 with these at home.
- 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.
- Parent's 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 too
 - plan any additional support your child may receive
 - through referral procedures school will discuss with you any referrals to outside professionals to support your child's learning.
- 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 Head for Inclusion 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.

4. 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 most impact. Class teachers,

the SENCO and the INCO map 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 SENCO or INCO to map provision for children.

All children have quality first teaching (Wave 1). 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, SENCO 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 (Wave 2)** 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:

- He/ She will engage in group sessions with specific targets to help him/her 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 amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), 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.

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

- The Pastoral Support and Attendance Worker, Mrs Johnson, provides support for children's social, emotional and mental health needs. There are 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 designated 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

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

- School Nurse support
- Families First Assessment
- Outreach support- Children's Centre
- Counseling ----- no current provision we can refer to without paying
- Family Support Worker-----We no longer subscribe to the SET family worker
- PALMS home support for children with Autism and learning disabilities

6. 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. Inclusion Manager and SENCO provide training on SEND issues such as changes to SEN code of Practice, Communication in Print, Miscue Analysis, and medical needs.
- All staff are trained in First Aid and Safeguarding. There are four Designated Senior Persons (DSP) for safeguarding concerns.

- All staff have been trained in Hertfordshire Steps, Step On, a therapeutic approach to behaviour.
- 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.
- The INCo and SENCO have achieved a post-graduate certificate in literacy difficulties.
- The INCo has achieved the National SENCO Award. The SENCO is currently undertaking the award
- The INCo and a teaching assistant have completed Tier 2 AET training in good autism practice. Most members of staff have completed Tier 1 AET training in good autism practice.
- The Pastoral Support worker receives regular training to support with 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.
- Speech and language base have provided training in Communication in print, clicker 6, cued articulation
- 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.

7. 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.

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)
- -Educational Welfare Officer
- -Family Support Worker
- -Speech and Language therapy
- -SEND Specialist Advice and Support (Autism./Visual Impairment/Hearing Impairment/Multi-Sensory Impairment)
- -Leys SPLD Base intervention

- -Behaviour Support Team
- -School Health Services
- -Outreach support- Children's Centre
- Counselling
- Children's Social Care
- Occupational and Physiotherapist
- School Nurse
- Stevenage Educational Support Centre

8. 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

9. 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 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.

10. 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.

11. How accessible is the school environment?

- The school is designed to be accessible and reasonable adjustments are made for all children with SEND where necessary.
- We have an open door policy
- The building is fully wheelchair accessible and has disabled changing and toilet facilities as well as car parking.
- 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/ specialized seating, /coloured overlays and exercise books/ ICT-laptops for SPLD pupils.
- English as an Additional Language support from a specialist teacher

12. Who can I contact for further information?

The INCO and SENCO who can be contacted via the school office, is available 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.

13. 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.

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.

14. 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. Where a child requires exceptional provision which exceeds the threshold, top-up finding can be applied for through the local authority (Exceptional Needs Funding).

15. 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 are in need of 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.

16. 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

