SEND

School Information Report

'Aspirational, Accessible & inclusive'

Date of Issue: September 2019

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Special Educational Needs & Disabilities (SEND) at Roundwood Park School:

At Roundwood Park School we welcome everyone into our community. We endeavour to deliver an inclusive provision and ensure that all students, including those identified with Special Educational Needs and Disabilities (SEND) can enjoy and benefit from a broad and balanced education.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.

We want all children and young people to progress so that they:

1. Achieve their best
2. Become confident individuals who can lead fulfilling lives, and
3. Make a successful transition into adulthood, whether into employment, further or higher education or training.

Our Special Educational Needs Coordinator (SENCO) is: Mrs Hollie Hall

At Roundwood Park we offer the following to children and young people with SEND:

1. We aim to catch emerging issues early and implement strategies that help students achieve their best at all times. We do not want small problems to become big ones.
2. We provide an accessible and inclusive environment where reasonable adjustments can be made to accommodate students' personal needs.
3. We will make sure that our staff team are sufficiently skilled.
4. We provide a graduated response that is focused on helping students achieve their outcomes by facilitating the right support at the right time.
5. We will work closely with parents, carers and partner agencies wherever required, when a child needs additional support or expertise to help them succeed.

We have developed our responses to the following FAQs to help guide parents/carers of students with SEND.

Frequently Asked Questions about Roundwood Park SEND School information report:

1. 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 Educational Needs?

Children with Special Educational Needs and/or Disability (SEND) are identified as early as possible within our setting. Initial identification is usually through primary school transition information or by way of comments, issues or concerns brought by parents or school staff working directly with the child. These issues or concerns might be based on the student's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. Early identification is paramount and therefore staff working in school monitor the child's progress carefully on a termly basis through regular student progress meetings which are led by the senior leadership team

Issues or concerns are initially raised with the school SENCO who would discuss them with those working with the student, the student's family and the student themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes.

What should I do if I think my child or young person needs extra help?
If you are worried about any aspect of your child's education, the first point of contact should be your child's form tutor. Form tutors are usually available at the end of the school day and can be contacted via email or telephone. They are happy to make appointments if you require a longer discussion. The form tutor may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly via the email addresses provided on the website or via a telephone call.

2. How will school staff support my child?

Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support reasonable adjustments for the student. For some students, in addition to the class based support approaches, a package of out of class interventions might be offered. Those students with the highest levels of need may need to be referred to other agencies for further advice and support agencies including health and social care professionals. We will aim to work together to ensure the students' needs are met. Pupil profiles are created by the SENCO and disseminated to the class teachers, which outlines the student's barriers to learning and strategies to help support the individual, in the classroom.

The school keeps a register of students requiring additional support in order to monitor the progress of these students, and to plan for provision across the school.

3. How will I know how my child is doing?

All school staff have high expectations for all students. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify whether progress is in line with expectation and the individuals potential. For students with the most significant needs, regular contact with families takes place.

Information about student progress is shared with parents at parent-teacher meetings and via the school reports to parents which are sent home at scheduled times. For students with SEND, personal provision plans will be discussed with parents at parent-learning support meetings and for those with EHCPs an annual review will be held.

Parents are welcome to seek additional appointments to discuss their child's progress as required. The school also offers a range of parent support sessions throughout the year, some of which are in collaboration with other local schools.

Some students may be 'looked after by the local authority'. These students will have a Personal Education Plan (PEP). We will work together with professionals to create one plan around these students to ensure that outcomes are clear and aligned with planning for life beyond school.

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

The school teaches students with SEND in accordance with the Hertfordshire Local Educational Authority policies. Students can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level. The curriculum can be tailored to the outcomes identified for each child with SEND.

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our students. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as the Lexia Reading programme. Others are bespoke/personalised approaches based on best practice guidance, for example paired reading or spelling sessions. We use a pupil profile to highlight specific needs and the views of the students and parents to enable teaching staff to individualise learning methods. The school uses dyslexic friendly approaches within all lessons.

Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss your child's needs in more detail.

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

PASTORAL

We recognise that students with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PSHCE teaching we offer a range of interventions, both commercially published and bespoke, to address specific issues as they arise. We recognise that for some students, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with students and their families.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those students who find this most difficult we are able to organise alternative arrangements at break and lunchtime where social skills can be modelled by staff. We also organise learning mentors where required to support students and families in a holistic way.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups/siblings of students with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

BULLYING

The school holds a clear position on bullying and all students are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the students involved. Students with SEND are monitored closely by the SEND team and Head of Years, to ensure that they are not being treated less favourably than other pupils. In line with the school behavioural policy, sanctions are given. In some cases, students with SEND whom have a mentor or

allocated key worker, also feel supported to report unpleasant behaviour.

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our policy for medication can be found on our website. https://roundwoodpark.co.uk/policies/

SHARING OF MEDICAL INFORMATION

We use a password protected integrated information management system for all electronic data in school which highlights students' SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about students' needs is visible to staff alongside academic data. Information about the medical and personal care needs of students is noted on a student's one page "supporting me" profile. Where information is required in greater or more personal detail the location of this information is shared on the "supporting me" plan rather than the information itself.

For those students with more complex medical needs, medical care plans, produced in discussion with parents/carers and health professionals are used and these are stored alongside the "supporting me" plan as well as with the student's medication. For those students with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via more detailed plans as appropriate.

MEDICAL APPOINTMENTS

Where students need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the student with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home. At other times it is possible to arrange for appointments to coincide with subjects in which the student is stronger. Wherever possible the school will work flexibly to support students who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training and are trained in the administration of rescue medication such as EpiPens. Where necessary the school seeks out relevant training to address the specific needs of students.

PERSONAL SOCIAL AND EMOTIONAL

Personal Social and Emotional wellbeing is at the heart of our curriculum and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school employs a learning mentor, who might work individually with children or might support students in

a more holistic way (e.g. family support, peer support etc). We have a range of interventions to support students experiencing difficulties with emotions or relationships and we use a range of assessment tools to help us monitor this area of student development.

MERITS AND DISTINCTIONS- RECOGNITION & REWARDS

Recognition

This is how we value students in learning spaces and around school for 'above and beyond' effort, perseverance, self-discipline, good work, courtesy, helping others, good questioning or other learning habits and behaviours that demonstrate a highly effective attitude to learning. Recognition of positive learning behaviours and conduct will be provided by verbal praise [formal thank you], a 'good news note', staff calls home, good pieces of learning posted on the classroom 'fridge door', teacher postcards for learning habits, or teacher referral to a TLR leader, e.g.: Subject Leader, Head of Year or the Headteacher, also recognised by postcard home. The classroom teacher will keep a personal record of which Recognition strategies they use with each student, on their seating plan notes, mark book, planner or a Recognition paper register.

Rewards

This is how we value students learning, whether this is in lessons, home learning, an assessment task, a test or an exam, but only through teacher marked work. This will mainly be through awarding a student a merit or a distinction. A merit [1 reward point] will be given for above expected effort or progress in relation to a student's base band or target grade. A distinction [2 reward points] will be given for consistently high levels of effort or progress over time, usually through a period of half a term, also recognised by a postcard home to parents or carers. Students who accrue reward points will be given certificates to recognise progression through reward point benchmarks at bronze, silver, gold, platinum and diamond, which will be awarded by the Form Tutor or Head of Year during Form time. Merit and Distinction points will be recorded in SIMS [the school's data management system] and will feed directly into the Hart Cup House points.

Recognition and rewards will be given for their intrinsic value largely rather than being linked to extrinsic gifts or prize vouchers.

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

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Occupational Therapists (and Autistic Advisory Specialists.) In some cases these specialists might work in school with the child or school staff might attend therapy sessions out of school with the student.

7. What training have the staff supporting children and young people with SEND had or are having?

All school staff have a good awareness of SEND through regular staff meetings and staff training. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the students in their classes.

The school SENCO is a specialist member of staff and has completed the national qualification for SENCO.

The learning support teacher has an enhanced knowledge and many years of experience of teaching students with autism and complex needs. The wider support base team have a range of specialist knowledge and skills.

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

The school SENCO has responsibility for coordinating the provision for students with SEND. She may work individually with students or carry out assessments where required and will usually host formal meetings such as annual reviews.

In addition to the class teacher and SENCO, students might come into contact with the following:

The learning support base teacher who is a specialist in supporting students with a range of needs and might work individually with students or advise other staff (parental consent required for regular planned contact).

The school nurse (parental consent required for any contact).

There are also a large number of support staff (teaching assistants) working in school. All receive high standards of training and many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting students in small groups or on a 1:1 basis. For students with the highest levels of need, an additional adult might be assigned to work with the student on a 1:1 basis. Some of these students will be assigned a key worker in addition to the class teacher who will act as a hub for information about the student.

Occasionally external agencies or specialists might be brought in to work with students. Their involvement will always be with the consent of the parent/carer.

We will encourage all students to be as independent as possible in accessing school and its curriculum. Where a student is identified as SEND we will deliver a graduated response to get the student the help they need to develop their independence and be successful in their learning journey.

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

As a school we encourage parents to address any worries or concerns promptly, initially with the form tutor and class tutor and then, if they are unable to help, with a senior member of staff such as the SENCO or the Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.

We apply a response to ensure that children get the right help at the right time. The strategy that we use is the Graduated Response which consists of a cycle of action: Assess, Plan, Do and Review. We will develop outcomes together with students and their families.

Once a plan is in place we will talk with parents regularly (at least twice each year) to ensure clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school.

Every effort is made to ensure that the opinions, thoughts and feelings of our students are an integral part of any plans made about their education. Student opinions are sought at a level which is accessible to them. For some students this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them.

There is a school leadership group, made up of students who meet regularly and to share the views of their peers. Students with SEND are represented within this group.

We also recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEND team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents or signposting them to agencies who can help further.

Information about parent support groups is shared with parents in a number of ways throughout the school year, but mainly via the school newsletter or website.

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

As an inclusive school setting we seek to ensure that all students, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable students with SEND to attend. For example, this might mean offering support to students attending after school clubs or booking accessible accommodation for residential trips.

We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every student regardless of need. For those students whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential)

11. How accessible is the school environment?

Wheelchair access:
Some areas of Roundwood Park may not be accessible to some wheelchair users. A personal assessment is always required. Some lessons are situated in upstairs classrooms. Access is available through a chair lift in the English block and a lift in the Math's block and in the modern languages block. For all other areas of the school, lessons can be scheduled in our ground floor classrooms.

Parking areas for pick up and drop offs:
Parking is very limited. Drop offs usually occur in the turning circle which is directly in front of the school. We have disabled parking spaces for students and parents when visiting the school and parking can be allocated to disabled post-16 students if required.

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. Our accessibility policy can be found on our website. Students with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.

Where students and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings/communications and would discuss with those families their preferred means of communication.

Please see the schools Accessibility Plan for more information.
https://roundwoodpark.co.uk/policies/

12. Who can I contact for further information?

Your first point of contact should be your child's form tutor. The SENCO is also available to support you in matters relating to SEND. Contact details can be found on the school website (h.hall@roundwoodpark.co.uk)

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?

Prior to entry to our school, it is usual for families of students with SEND to visit for an informal tour of the school with the school's SENCO. For students who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teachers. For those students with a higher level of need, if it is agreed at this point that the school is able to meet the student's needs, a multi-agency Action for Inclusion meeting is held.

This meeting is an opportunity for families and professionals to share information about the student and for actions to be set to ensure the student is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The school applies a graduated response to ensure that children get the right support at the right time.

Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the student but may include visits to the setting, visits by school staff to the student's home or current setting, or a transition pack containing photos.

Students with high support needs may hold, or be in need of an Education, Health and Care Plan. This plan will focus on the outcomes that the student is working towards the plan and will also set out how the school and partner agencies will help the student achieve their outcomes.

TRANSITION TO NEW SETTINGS

Wherever possible we prepare students for transition for their new settings in a manner most appropriate to the individual. For some students this takes the form of additional visits to our school, for others this might be working through materials which address key aspects of Roundwood Park. Some of our students benefit from lengthy transition work whereas others find an extended transition stressful and require a shorter introduction. We work closely with families at this time to ensure consistency of information.

We offer a range of transition visits for new Year 7 students, however we encourage the families of students with SEND to arrange a separate visit with the school's SENCO so that information which specifically relates to your child's requirements can be shared. This can be arranged by emailing the SENCO h.hall@roundwoodpark.co.uk

Once transition meetings have taken place, information is then prepared by the SEND team, to disseminate to teachers. Often this is in the form of a detailed pupil profile and for some students with complex needs a briefing may be held with all subject teachers, to ensure that they are aware of the needs of the individual student. We also ensure that any provision or requirements that are needed, for the student to transition successfully, are put in place early for all students with SEND.

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

All class teachers take responsibility for meeting the needs of all students in their class by differentiating the learning in accordance with needs identified in the Pupil Profiles. Where students have SEND, class teachers will be aware of the student's areas of strengths and weaknesses and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks or make resources available on the school website. For those with language processing differences, visual supports may be used to accompany auditory information. Where students are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in students' knowledge are covered, for example by re-visiting objectives covered in previous year groups. Students work is monitored on a regular basis by senior members of departments to ensure consistency across the whole school.

We use a password protected integrated information management system for all electronic data in school which highlights students SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about student need is visible to staff alongside academic data.

We aim to encourage independence in all students and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of each individual. For those who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCO, the learning support teacher or staff from the school's professional development team.

All additional provision for students with SEND is overseen by the school SENCO and monitoring of these students' progress takes place at regular SEND meetings held between Heads of Department and the SENCO.

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

When students' needs are initially identified a discussion takes place between teachers, parents and students. At this meeting desired outcomes for the

student will be discussed and the provision or support that the student needs to meet those outcomes will be agreed.

School staff are usually best placed to advise on the nature of the support /provision needed, but occasionally the school seeks the support of other agencies to advise on this. At Roundwood Park we think it is really important that parents and students are fully involved in decisions about support and provision and any decisions to implement provision which is different from, or additional to, that received by the majority of children are made in conjunction with parents and students. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process. You may be able to obtain advice and support from an Independent Supporter. If you think you may benefit from independent support, please talk with our SENCO in the first instance.

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?

https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

We would be pleased to receive feedback on the information provided, please email any comments to the school SENCO at: h.hall@roundwoodpark.co.uk