



Special Educational Needs & Disabilities (SEND) Information Annual Report

Date of Issue: September 2023

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(Students, Families & Community Committee)

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

At Roundwood Park School, students with Special Educational Needs & Disabilities (SEND) are welcomed into our community and staff are dedicated to ensuring that they achieve exceptionally well.

We aim to remove barriers to learning, giving all students access to a broad, balanced, and enriched curriculum. This approach enables them not only to achieve well academically, but also to develop as individuals acquiring the learning habits of a Roundwood Park Leaver and instilling a life-long love of learning.

We are very proud of all our students and their achievements and regularly celebrate their successes, in order to raise self-esteem and encourage more vulnerable learners.

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

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

We do this by:

- Closely monitoring progress and attitudes to learning
- Providing individualised support
- Effectively communicating the needs of the students
- Reviewing strategies to support students and implementing new, when required
- Ensuring close working relationships with families, to offer support and guidance, as well as with outside agencies

Our Special Educational Needs & Disabilities Co-ordinator (SENDCo) is:

Mrs Hollie Hall H.hall@roundwoodpark.co.uk

Aims

1. At Roundwood Park we aim to ensure that for all students with SEND students' safety and wellbeing is kept to the fore. We recognise that SEND students are often more vulnerable than their non- SEND peers.
2. 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.
3. We provide an accessible and inclusive environment where reasonable adjustments can be made to accommodate students' personal needs.
4. We ensure that our staff team are sufficiently skilled.
5. We provide a graduated response that is focused on helping students achieve their outcomes by facilitating the right support at the right time.
6. We work closely with parents, carers and partner agencies wherever required, when a student needs additional support or expertise to help them succeed.

The SEND Information Annual Report works in conjunction with the school Special Educational Needs Inclusion Policy

<https://roundwoodpark.co.uk/wp-content/uploads/2022/02/Special-Educational-Needs-Inclusion-Policy.pdf>

and the Hertfordshire Local Offer. The Hertfordshire Local Offer may be found on the Hertfordshire Direct website:

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

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

Frequently Asked Questions

1. How does the school know if students need extra help and what should I do if I think my child may have Special Educational Needs?

Students with Special Educational Needs and/or Disabilities (SEND) are identified as early as possible.

Initial identification is usually through primary school transition information or as a result of comments, issues or concerns brought by parents/carers or school staff working directly with the student. 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 a student's progress carefully on a termly basis through regular student progress meetings led by the senior leadership team.

Issues or concerns are initially raised with the school SENDCo who would discuss them with those working with the student, the student's family and the student themselves. Discussions focus on desired outcomes for students and consider what provision might be necessary to enable a student to reach those outcomes.

2. What are the arrangements for the admission of disabled students?

Students with SEND will be admitted in line with procedures adopted by Hertfordshire County Council and the school's admissions policy. Students with an Education, Health and Care Plan will be admitted where this is in accordance with the parents/caregivers' preference and where this is compatible with the efficient education of other children. The right to a mainstream place for students with disabilities has been strengthened following the introduction of the Single Equality Scheme in April 2012. Should a place for a student with a disability be requested, s/he cannot be refused a place on the 5 grounds of disability, unless the Governing Board gives specific reasons why it cannot make reasonable adjustments for the student. Currently all the school buildings have been adapted for the use of students with physical impairments. Should the need arise

Governors will make every effort to accommodate a student's particular needs and work with the Local Authority (LA) to improve facilities.

An Accessibility Audit has been carried out around the school with advice from the LA and a three-year plan has been produced which is reviewed annually.

<https://roundwoodpark.co.uk/wp-content/uploads/2021/11/Accessibilty-Plan.pdf>

3. 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 SENDCo. Alternatively, the school SENDCo can be contacted directly via email or telephone call.

4. How will school staff support my child?

Depending on the level of your child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to a class teacher in order to support reasonable adjustments or differentiation for a student with SEND.

For some students a package of out of class interventions might be offered in addition to the class-based support approaches. 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 aim to work together to ensure the students' individual needs are met.

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

5. How will teachers know how to support my child in the classroom?

Pupil profiles are created by the SENDCo, using diagnostic reports provided by the previous school or parents/carers and disseminated to the class teachers. The pupil profiles outline the student's barriers to learning and strategies to help support the individual in the classroom. Teachers use the strategies suggested, where appropriate to meet the needs of the individual. We understand that students with SEND worry about the behaviour system at secondary school, in particular receiving consequences. Where appropriate this information is communicated to staff and reasonable adjustments are put in place.

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

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

Information about student progress is shared with parents/carers at parent/carer-teacher meetings and via the school reports which are sent home at scheduled times. For students with significant SEND, personal provision plans will be discussed with parents/carers at meetings (SENDCo meetings, Consultation evenings and SEND surgeries) and for those with EHCPs an annual review is held.

Parents/carers are welcome to seek additional appointments to discuss their child's progress as required. The school also offers a range of parent/carer support sessions throughout the year.

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

7. 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 student with SEND.

We aim that all students 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 adapted to meet the needs of all students. Class based approaches might include alternative forms of recording work, visual prompts, small group activities or individual teaching.

Class teachers and learning support staff are supported with regular professional development opportunities to assist them in adapting learning opportunities for the students in their class.

The school has a wide range of intervention programmes to support students who require help which goes beyond class-based approaches. These bespoke approaches are based on best practice guidance, for example provision of paired reading or spelling sessions.

We use the pupil profile to highlight specific needs and the views of the students and parents/carers to enable teaching staff to individualise learning and teaching methods. The school uses dyslexic friendly approaches in all lessons.

Where further support is required, a personalised support plan is created, which outlines the provision available to each student. This is available to parents/carers. In addition, parents/carers 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/carer-teacher meetings. There is also the opportunity to contact the school SENDCo via email or in person to discuss your child's needs in more detail.

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

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. Support is provided by both Form tutor, Head of Year (Known as Pastoral support) and SEND team (Known as Learning Support). Both teams work together to support your child's needs, therefore when communicating via email, please include Head of Year and SENDCo. Please see the following links to the school website, for further information

Pastoral:

<https://roundwoodpark.co.uk/pastoral-system/>

Preventing bullying for SEND students:

<https://roundwoodpark.co.uk/wp-content/uploads/2022/01/Anti-bullying-Policy.pdf>

Medication:

<https://roundwoodpark.co.uk/wp-content/uploads/2022/03/Supporting-Children-with-Medical-Conditions-in-School-Policy.pdf>

Personal, Social, Health and Citizenship Education:

<https://roundwoodpark.co.uk/pshce/>

Recognition, Rewards and Consequences page on the school website:

<https://roundwoodpark.co.uk/rewards-consequences/>

9. 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 student or school staff might attend therapy sessions out of school with the student.

10. How accessible is the school environment?

The school makes every effort to provide access to all students. Please see the schools Accessibility Plan for more information:

<https://roundwoodpark.co.uk/wp-content/uploads/2021/11/Accessibilty-Plan.pdf>

11. 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 SENDCo. 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 meeting is held.

This meeting is an opportunity for families and professionals to share information 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 students 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 need an Education, Health and Care Plan. This plan will focus on the outcomes that the student is working towards and will also set out how the school and partner agencies will help the student achieve their outcomes.

12. Transition to Roundwood Park

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 the school, for others this might involve working through materials which address key aspects of Roundwood Park.

Some 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 SENDCo so that information which specifically relates to your child's requirements can be shared.

13. The journey to school in the morning is proving too difficult for my child. The congestion is too much for them to handle in the morning. What can the school do to support us?

Parents/carers of children with Special Educational Needs and Disabilities who are already known to the Learning Support team are encouraged to contact the SENDCo to discuss the difficulties that they are experiencing, so that appropriate provision can be put in place for individual needs.

14. My Child has a Time Out card from Learning Support. Can they see a named member of staff when they use their Time Out card?

All students with Time Out cards are encouraged to use them as and when required. They are asked to report to the Learning Support Office and a member of staff will speak to them. Unfortunately, we are unable to guarantee a student being seen by a particular member of staff upon their arrival to the Learning Support area. However, we can arrange a meeting for the student to see their preferred staff member at a mutually agreed time.

15. Unstructured times are proving problematic for my child. What are the options for students with SEND?

Students issued with Time Out cards can use them at all times, including during break times and lunchtimes. They should follow the same protocols as they would during a lesson and report to the Learning Support area for 5-10 minutes. If longer is required, the Learning Support team runs home learning club, every lunchtime, where students can use their chrome books or computers, to complete home learning, in a quiet, supported environment.

16. My child's anxiety levels have increased. What support is available to me inside and outside school?

At RPS we follow the framework of The Five Ways to Wellbeing, a Hertfordshire supported campaign designed to guide individuals to help manage their own wellbeing by working through a series of self-help activities. Throughout RPS we explore this self-help tool in form times and assemblies and encourage our students to look after their own wellbeing and embed these activities into their daily routine.

Please access our school website, to find further information about student wellbeing at Roundwood Park School.

<https://roundwoodpark.co.uk/student-wellbeing/>

Miss Holly Jackson is our Mental Health Lead. Miss Jackson can help signpost parents/carers to useful websites and resources, as well as supporting use of the 'Tooled Up' resources, by Dr Kathy Weston. Miss Jackson can be contacted via h.jackson@roundwoodpark.co.uk

Please also ensure that you have spoken to your child's Head of Year, to let them know about your child's anxiety, so they too, can offer support and guidance.

ADD-Vance offer support, training and guidance to Parents/Carers. Please visit <http://www.add-vance.org/parents/> for further information.

17. My child struggles with the uniform, what support is in place?

If there are concerns regarding the uniform requirements at Roundwood Park, then it is important to speak to the SEND and/or Pastoral team, to let them know what the concerns are. We are able to offer support and guidance and where appropriate a uniform exemption pass.

18. How will you support my child with the increase in home learning?

Any home learning concerns, should be raised with SENDCo and or Head of Year, so that support and guidance can be offered and where appropriate, reasonable adjustments can be made e.g. Core home learning (English, Maths and Science only).

Glossary of terms

EHCP

Educational, Health and Care Plan

LSA/TA

Learning Support Assistants/Teaching Assistants

LS

Learning Support

PEP

Personal Education Plan

PSHCE

Personal, Social, Health and Citizenship Education

SEND

Special Educational Needs and Disabilities

SENDCo

Special Educational Needs & Disabilities
Co-ordinator