



# Special Educational Needs Information Report

**Name of the school: Roman Fields**

**Date the policy was agreed by Governors:**

## **1) Aims of our provision in regards to pupils with special educational needs and/or disability**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

**<https://www.gov.uk/government/collections/national-curriculum>**

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2) What are special educational needs (SEN) or a disability?

**Special educational need:** At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states: *“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. “*

*“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age”.*

*“Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

*“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.* This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## 3) The kinds of special educational needs (SEN) for which provision is made at the school (Schedule 1: point 1)

- For young people with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

## 4) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.

- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

#### **5) What should a parent do if it thinks their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)**

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/mentor. This then may result in a referral to the school SENCo whose name is Cathy Stainer and whose contact details are 01442 256915
- Parents may also contact the SENCo or the Head teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

#### **6) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)**

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
  1. Classroom observation by the senior leadership team, the SENCo, external verifiers,
  2. Ongoing assessment of progress made by pupils with SEND,
  3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
  5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
  6. Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in weekly progress meetings that are undertaken between the SENCO and the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the subject teacher/SENCo/mentor in order to make an accurate assessment of the pupil's needs. Parents will always be informed of this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include an IEP, mentoring goals and targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- a) Local Authority Support Services
- b) Specialists in other schools e.g. teaching schools, special schools.
- c) Social Services
- d) Health partners such as School Nurse and Child & Adolescent Mental Health Service

#### **7) How will pupils be involved in decisions regarding provision that can better meet their needs? (Schedule 1: Point 8)**

- This school uses pupil passports and sensory passports. These are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

#### **8) How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the school.
- The curriculum and the learning environment will be adapted by the subject teachers to reduce barriers to learning and enable pupils to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the subject teacher will be recorded and shared with parents.

**9) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)**

- Attainments towards the identified outcomes will be shared with parents weekly through mentor calls home but also through the school reporting system and Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teacher/mentor, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01442 256915

**10) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)**

- Please look at the school website. It can be found at **Romanfields.herts.sch.uk** and includes links to policies and information including the Local Offer.
- The subject teacher/mentor or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are by invitation from the home /school liaison team and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

**11) How will the school evaluate the effectiveness of the SEN provision made for pupils? (Schedule 1: Point 3)**

- The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

**12) What support will there be for children overall well-being? (SE7 Q5) (Schedule 1: Point 3)**

- The school offers a wide variety of pastoral support for pupils. This includes:
  - a) An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

- b) Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- c) Character development evidence-led interventions to support pupil's well-being are delivered to targeted pupils. These aim to support improved interaction skills, emotional resilience and well-being.
- d) Pupils who find outside class times difficult are provided with alternative small group/individual opportunities within the school and action is taken to develop their social interaction skills.
- e) The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.

### **13) Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)**

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

### **14) What specialist services are available at the school? (SE7 Q6)**

- The school has access to a range of specialist support that are identified in (6) above.

### **15) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)**

- Over the last 3 years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- Character development
- Herts steps behaviour programme
- Enough Abuse training
- PREVENT WRAP training
- Inclusive solutions

- Restorative justice training
- Sensory training
- Safeguarding children
- Attachment and trauma training
- Autism awareness
- Epilepsy awareness
- Dealing with challenging behaviour
- E-safety
- Data and progress training
- Teaching resilience in UK schools
- Raising pupil attainment

Enhanced training has been provided to some staff on:

- Attendance at the termly Secondary SENCo meetings
- Autism Accreditation
- Emergency first aid
- Engaging the hardest to reach
- TEACHH approach
- Middle leaders
- Working memory training
- Understanding ADHD and ASD
- Social communication skills workshop

Specialist training has been provided to the senior staff on:

- The National SEN Coordination award.
- Designated teacher training
- DSP safeguarding training
- MA in Education
- Access Arrangement Testing
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

**16) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

**17) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)**

- In the last three years the following adaptations have been made to the school environment:
  - Disabled parking spot marked and located next to the school reception.
  - All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
  - A flat pathway has been laid to avoid steps and to ensure the site is accessible to all.
  - One toilet has been adapted to ensure accessibility for visitors with a disability.
  - A sensory room has been developed to improve facilities for autistic and vulnerable pupils.
  - A medical room has been provided in order to enable a safe place for school nurse consultations.
  - A 'Quiet Room' has been developed to improve facilities for autistic and vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

**18) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)**

A number of strategies are in place to enable effective pupils' transition. These include:

**On entry:**

- A planned and bespoke introduction programme is delivered to support transfer for pupils starting school.
- Parent/carers are invited to a meeting at the school/home and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Programme Managers meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

### **Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12):**

- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 which places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- The school butts in extra resources from Youth Connexions.
- All Children Looked After (CLA) are allocated extra hours of support from Connexions
- The school employs Supported Work experience workers to support the most vulnerable young people in the work place.

### **How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6):**

The school receives funding for 40 core placements all of whom have EHC Plans.

The school also receives pupil premium; FSM are based on previous 6 years and information for funding is provided via LA returns. The deployment of this funding is published on the school website.

- Post 16 can apply for 16-19 Bursary funding to support their educational needs. This is means tested.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
  2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
  3. Out of class support (relationship building, mentoring, social, emotional skill development,)
  4. 1:1 or small group tuition to enable catch up (subject or targeted at additional need)
  5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
  6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)

7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special providers on action to improve inclusion: shared alternative environments etc.)
8. Access to targeted before/after school clubs (breakfast, autism enrichment programme targeted at increasing resilience)
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Access to support from in-school sources e.g. learning mentors (peer or adult)
11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

**19) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)**

- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

**20) How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)**

- This will be through:
  - a) Discussions with the class teacher/mentor, SENCo or senior leadership team member,
  - b) During parents evenings,
  - c) Meetings with support and external agencies.

**21) Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)**

- If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:
  - a) Your child's subject teacher,
  - b) Your child's mentor
  - c) The SENCo,
  - d) The Head teacher,

• For complaints, please contact the School Governor with responsibility for SEN. Their name is Audrey Huzzey. They can be contacted via [mandy.crow@romanfields.herts.sch.uk](mailto:mandy.crow@romanfields.herts.sch.uk)

**22) Support services for parents of pupils with SEN include: (Schedule 1: Point 8)**

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

### **23) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)**

- Add the website link to the Local Authorities Local Offer and also to the information it provides to parents and carers on mediation and conflict resolution services.
- **References**
- **Schedule 1 of The Special Educational Needs and Disability Regulations 2014.**
- **The SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>
- **Supporting pupils at school with medical conditions** Sept 2014.
- **Local Offer: Framework and Guidance.**
- **Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice**

Updated C Stainer Nov 2016