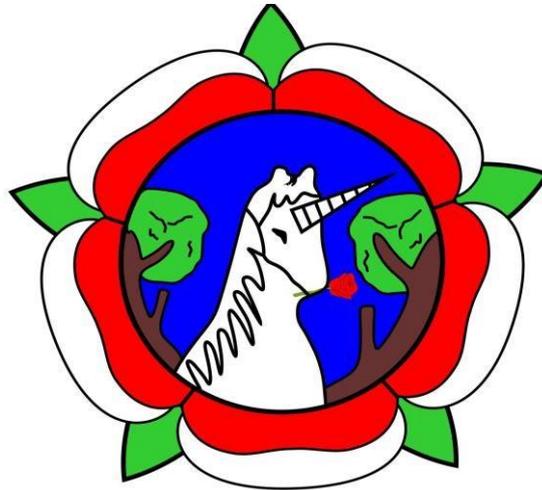


ROSE WOOD ACADEMY

SEN Information Report



September 2018

Rose Wood Academy is an inclusive school which aims to support the needs of children across the curriculum in order to reach their full potential through high quality teaching which is matched to the needs of the individual child. Rose Wood Academy provides a safe, stimulating and caring environment which enriches children's learning and motivates them to become active, successful and independent learners. Children at our school develop a sense of wellbeing, confidence and responsibility so that they can become well rounded members of society. Children develop a feeling of respect for themselves and others within our school.

There are some children who require extra provision and our SEND provision allows those pupils to be catered for on an individual basis. The SEND Code of Practice states that '*a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made...has a significantly greater difficulty in learning than the majority of others the same age or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...*'.

We have many staff who work with and support those children requiring extra support outside the expected classroom differentiation, to ensure that each and every student can have as fully inclusive a learning experience as possible.

What types of SEN does Rose Wood Academy provide for?

At Rose Wood, we believe that each child, regardless of gender, age, race or disability, has a right to equal access of a broad and balanced curriculum. This is provided through a fully supportive environment and stimulating atmosphere which values each child and encourages them to achieve their full potential.

To do this, we provide for the four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

1) Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic

literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled children and young people

Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

As part of this provision, we ensure that we take appropriate steps to facilitate and monitor our SEN provision which include:

- Personalised timetables
- Leaders and managers regularly scrutinise the work of pupils with SEN, observe lessons and undertake learning walks
- Progress of pupils with SEN is fed back to the SEN governor on a regular basis
- The learning environment is conducive to the needs of pupils
- The resources used, including ICT, enable pupils with SEN to access the curriculum

This is not an exhaustive list and other steps may be taken as and when identified.

Key characteristics of effective provision for pupils and children and young people with SEN

- The development of a personalised pathway with the child at the heart of all that we do.
- The school will follow the SEND Code in terms of the graduated response of Assess, Plan, Do and Review in all aspects of their work and ensure that this can be evidenced.
- Curriculum modifications may be made and documented in teachers short and medium term planning.
- Departments can evidence that they have made reasonable adjustments to their curriculum and that they can evidence this change through planning, observations, learning walks and the scrutiny of pupils work.
- There is a clear and well documented training plan across the whole school for staff in terms of meeting the needs of pupils with SEN within the school.
- Parents and pupils (where applicable) will be involved at all stages.
- TA's are involved with planning, assessment and the evaluation of pupils' progress.
- There are clear base line assessments on entry and exit of each intervention.
- Target setting is SMART and can be followed through in terms of input and impact.

How do we identify and assess pupils with SEN?

Pupils can be identified through a variety of ways:

- Regular Pupil Progress meetings allow staff the opportunity to discuss each child's progress on an individual basis to assess whether extra support or interventions are required.
- The SENCo attends termly staff meetings which have a SEN focus where children of concern can be discussed.
- A parent can identify concerns about their child's progress and/or ability.
- Professionals working in collaboration with school may express that a child may have extra needs.
- All children identified as requiring 'over and above normal classroom differentiation' are placed on the schools SEN register so that they can be carefully monitored. This is a fluid register which can change with progress.
- If required, a graduated response will be put in place to move a child from SEN support to EHCP in line with the child's needs.

During their time at school:

- Any children for which progress (due to a variety of factors) is a concern will be brought to the attention of the SENCo who will decide (in collaboration with staff) whether a plan for support needs to be in place.
- Students' progress is regularly reviewed and each child on the SEN register has a Student Support Plan which identifies the key areas in which that child is being targeted for progress and how these will be supported and measured. This is done on a termly basis and parents are given a copy of these plans.
- If required, Rose Wood Academy will seek the support of outside agencies to offer further professional support and give recommendations as to how best to meet a child's needs.

Who is our special educational needs co-ordinator (SENCO) and how can they be contacted?

At Rose Wood Academy, our SENCO is Mrs Michela Shields who can be contacted via the school office (01642 595353).

What is our approach to teaching children with SEN?

The SENCo has the overall responsibility for all students on the SEN register. The SENCo will oversee the monitoring and evaluation of progress and provision for each child on the register. In addition, teachers have daily responsibility for the children and must ensure that each child has the provision they require. Teachers, HLTA's and TA's will help to support, monitor and evaluate such provisions and interventions.

Staff who teach at Rose Wood Academy must follow the first principle of the new Code of Practice which says that they are responsible for monitoring and evaluating students' progress.

How do we adapt the curriculum and learning environment?

Once a student's needs have been identified, the amount and type of provision is decided in line with the needs of that student.

For example:

- A short term programme of work/support/intervention.
- In class support.
- Modified resources.
- A modified curriculum.
- Speech and language input.
- Phonics teaching/support.
- Small group work.
- 1:1 mentoring sessions.

All special educational provision is the responsibility of the SENCo in collaboration with other staff.

- Staff will review outcomes and report back to the SENCo.
- Interventions will be reviewed against outcomes on a regular basis.
- When considering the effectiveness of interventions, school will consider data and the evidence of impact, including advice from professionals.

In exceptional circumstances, a child may be taught for part of the whole of the curriculum outside their chronological year group. This will only be done after

discussions with parents and the child to ensure that everyone is comfortable for this to happen and that it is being done in order for the child to first and foremost be happy and settled in their school environment but importantly, to enable them to make progress.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Students spend time within school, in some lessons in which they are set and some in which they are not. The curriculum should always be set by the teacher so that it challenges the child but at a point to where they can achieve and make progress. Some children will require a more differentiated curriculum than others which can mean alternative resources and environments. This is assessed on an individual needs basis. We aim to ensure that all children feel part of as inclusive an environment as possible and continually monitor this to ensure that children with SEN have equal opportunities to engage.

Accessibility

- The school has wheelchair access for students if required.
- The school is a one floor level school.
- The school has links with Occupational Therapy in the event that a child may have other specific needs which will be considered as and when required.

How do we consult parents of pupils with SEN and involve them in their child's education?

- Parents receive a yearly report which shows overall academic progress.
- Parents receive a termly report which shows academic progress and in the case of Maths, will use Target Tracker to pinpoint areas of achievement and ongoing learning.
- Parents are sent copies of student support plans for all children on the SEN register.
- Parents have the opportunity to meet with staff at regular parents' evenings.
- Extra meetings with staff can be requested by the parent.

What support will there be for the young person's wellbeing and how do we consult pupils with SEN and involve them in their education?

Where it is felt that a child is mature enough to understand, their student support plan will be shared with them and targets and outcomes will be discussed. All children are aware of their targets and their next steps in progression and this is discussed with them at regular intervals. Pastoral support is provided through each child's class teacher and through focused lessons on wellbeing and health with the focus being on the child's views. Children with extra learning needs are also supported by a 1:1 designated person. Children are supported and encouraged to take part in extra-curricular activities. There are trained first aiders amongst our staff who are responsible for looking after the needs of students. All staff have had Epipen training.

How do we assess and review pupils' progress towards their outcomes?

Teachers assess pupils' progress in school through ongoing assessment of pupils' skills using a range of formal and informal assessments. Pupils' are also discussed at termly pupil progress meetings. This ongoing assessment which reviews progress helps teachers to decide whether a child is on track or whether some form of intervention needs to be put into place. Parents are able to look at the targets throughout the year in the form of the student support plans and during parent consultations and are encouraged to contribute towards them.

How do we support pupils moving between different phases of education?

Each child is considered on an individual basis. If a child requires extra transition (for whatever reason), then this will be put in place. Teaching sets within school are fluid, as are interventions and children will be moved accordingly.

How do we support pupils preparing for adulthood?

At this stage in their school lives, our main focus for support is by way of improving each child's social and communication skills. We want our children to be confident and happy as they progress through our school and into their next phase. Children who require more support are given it through the use of the schools PSA and/or specialist services.

How do we support pupils with SEN to improve their emotional and social development?

Children know that Miss Jackson (PSA) is always available to speak to about any personal worries or needs they might have. She will assess the children and decide whether they need some ongoing support or whether their concern can be dealt with, within a smaller timescale. Sometimes, children will work in small groups to deal with their views on issues such as bullying or friendships. Pupils are also supported in class through regular PSHE lessons. This also includes supporting children and young people who are looked after by the LA and who have SEN.

What expertise and training do our staff have to support pupils with SEN?

All staff attend termly SEN staff meetings to bring them up to date with any changes to the SEN information within school. Specific training is provided to staff who have a child with a specific need within their area of school. Staff have attended various training courses and have also been to observe teaching and support within other settings. Staff are also able to request training from the SENCo should they feel they require any in addition to what has been provided.

How do we secure specialist expertise?

When a child is demonstrating further cause for concern of their learning need is more complex and persistent than can be met by the school interventions already put in place, school will liaise with relevant external agencies for further advice and support for school and/or parents. Some of these agencies include:

- Speech and language support staff
- Teachers who have had specific training within an area of need.
- We also access the services offered by:
 - Learning and Language Support Service
 - The Bungalow Partnership
 - Educational Psychologist
 - Outreach services from The Beverley School and Holmwood.
 - CAMHs
 - James Cook University Hospital

- Speech and Language Service
- School nurse
- Social Care
- Daisy Chain
- Reach

This is not an exhaustive list. Some services are accessed as the need arises. All requests will be made via the SENCo.

How will we secure equipment and facilities to support pupils with SEN?

Any equipment and facilities required are assessed on an individual basis for each child. Many resources are identified and provided by way of differentiation from the class teacher. Where equipment and resources are required which are 'over and above normal classroom differentiation', the teacher will contact the SENCo who will discuss the need and either supply the teacher with what has been requested or, will seek advice from other professionals. The SENCo will also seek to access additional funding from the Local Authority where required to support the child.

The SENCo has a supply of resources which can be accessed by all staff. However, if extra/new resources are needed, staff apply for this through the SENCo.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

At Rose Wood Academy, we aim to have an open and honest relationship with our parents. This means that all staff are available to speak to by parents/families at the start and end of every day. If staff feel that an external organisation is needed to help meet the needs of a child/family, then a referral will be made through either the SENCo or PSA with the parents' consent.

How do we evaluate the effectiveness of our SEN provision?

We do this through ongoing reviews, continuous assessment and through pupil progress meetings.

How do we handle complaints from parents of children with SEN about provision made at the school?

The school's complaints policy can be viewed on the school website.

Any complaints should at first be directed towards the class teacher. Following this, any further complaint should be followed up through contact with Mr Cowley (Head Teacher). If it is felt that a concern(s) needs to be further escalated, then the procedure within the complaints policy should be followed.

Who can be contacted by parents if they have concerns?

Parents are able to contact the following people:

- Mr Paul Cowley (Head Teacher)
- Miss Lisa Carney (Deputy Head Teacher)
- Mrs Michela Shields (UKS2 leader and SENCo)
- Mrs Sally Tierney (LKS2 leader)
- Mrs Emma Bould (KS1 leader)
- Miss Hala Alali (Early Years leader)

Where can the LA's local offer be found?

Middlesbrough's Local Offer can be obtained from Middlesbrough Borough Council's website (<https://www.middlesbrough.gov.uk>) or by telephoning the Family Information Service on 01642 354200.

Where can I find the SEN Code of Practice?

This can be found using the link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Where can I find out about the school Disability Equality Scheme and Accessibility Plan?

You can find a link to this document under the 'Policies' part of the school website.

