

Sir William Romney's School SEND Information Report 2019-2020

About our school:

Sir William Romney's School is an 11-16 mixed comprehensive school with approximately 450 students on roll. Situated in Tetbury, we offer education for Tetbury and the surrounding area.

We support students who have a range of difficulties including:

- Communication and interaction needs: this includes students who have speech language and communication difficulties and autistic spectrum conditions.
- Cognition and learning needs: this includes students who have specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health needs: this includes students who have anxiety or ADHD
- Sensory and/or physical needs: this includes students who have visual or hearing needs or a physical disability that affects their learning.

Who should you contact at the school to discuss a concern relating to special educational needs?

If you have any concerns about your child having a special educational need, please contact our Special Educational Needs and Disabilities Coordinator (SENCO), Miss Lowri Scourfield, on (01666) 502378 or e-mail her at l.scourfield@swr.gloucs.sch.uk. Alternatively, you can speak to our SENCO by appointment. You can also contact your child's tutor or Learning Manager.

The school's Special Educational Needs Policy can be found on our website or a hard copy can be sent to you upon request.

How does our school know/identify that pupils have special educational needs?

The school uses Gloucestershire's single graduated pathway of Early Help and Support for children, young people and families. The Graduated Pathway of Early Help and Support provides an integrated and holistic framework to support all children and young people with additional needs and their families. This is based on a process of assess, plan, do and review. Further information about the Gloucestershire's single graduated pathway of Early Help and Support for children, young people and families can be obtained here:

https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/section_2-identification_and_assessment_of_additional_needs.pdf

Through our primary liaison, partner primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEND Support or has an EHCP is referred to the SENCO. Contact is then made with the primary school. The LA notifies school about students who are transferring with EHCPs (or Statements) in the spring of their Year 6. Where possible, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHCP. Relevant information is disseminated to teaching staff before transfer.

All Year 7 students will be screened on entry to Sir William Romney's school through the following methods:

- KS2 teacher assessment and DFE banding information
- Reading & spelling tests
- CATS tests

Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. The SENCO may then ask for additional diagnostic assessment to be undertaken. A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.

Students who receive additional support are placed on our SEND register, which is accessible to all staff. For students with an EHCP, and those with the most complex needs, their specific special educational needs, what is important to them, and strategies that could be used to support them are all identified on 'One Page Profiles'. This information is discussed and reviewed with teachers during staff briefing sessions on a termly basis. One Page Profiles are updated as and when required (there is no limit to this) and shared with all staff. Students with One Page Profiles also have a key worker allocated to them. This will either be a Teaching Assistant or the SENCO and this person will be the first point of contact for parents with any query regarding their son/daughter.

We cannot diagnose conditions such as dyslexia in house. However, we are able to assess whether students are eligible for access arrangements for exams. Our higher level teaching assistant (HLTA) liaises closely with staff and identifies any students that area cause for concern in Year 9. They will then be tested on comprehension and writing speed, which will in turn identify if extra time, a scribe or a reader are needed for the student in exams. Students who enter the school with low literacy levels can also be tested by our HLTA for their reading ability. This will identify if additional support is required.

How do we work with parents and pupils in order to involve them in their child's education?

The school seeks to work collaboratively with the parents and carers of all students, and values the contributions they make. This is especially true of parents of students with special educational needs or disabilities. They will be required to be fully involved in the ' assess, plan, do and review' cycle of action of Gloucestershire's Graduated Pathway. For students with EHCPs, parents will be invited to attend any important meetings regarding their son/daughter, and will participate in the EHCP annual review process every year. This will be particularly important for transition to SWR from primary education and also onward transition to post 16 education. Parental views and wishes are formally recorded as part of this process however, we also value more informal discussions and regular contact from parents. Effective communication is achieved through regular contact with home either through emails, letters, telephone calls or parent meetings. We seek to respond to all parental queries within 24 hours.

Parents and carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers. New parents are invited to an information evening in the July prior to their child starting school. More informal information evenings are also held for Year 7, KS3 and KS4 and are an opportunity for parents and carers to meet their son/daughter's tutor, or attend workshops on how to support their child. Progress of all students is also reported on 3 times a year through our Interim Progress Reports. Parents will receive a letter home detailing overall progress, attitude to learning and homework for each subject.

Admissions for students with special educational needs or disabilities

Our full admissions policy can be found in the 'Parents' section of our website and is available to download. It states that the school is required to admit a child with a statement of Special Educational Needs and/or an Education Health Care Plan that names the school, even if the school is full. We recommend that parents of students with an EHCP visit the school and meet with the SENCO well in

advance of making a formal application to SWR. Often, this will be when the student is in Year 5, however parents can choose to do this before if they wish. The SENCO will organise a private meeting and tour of the school so that the support needed can be fully discussed.

When parents of students with more complex special educational needs or disabilities make a formal application for a place at SWR we will consider these applications on a case by case basis. We make all attempts to accommodate every student. A final decision on whether we are able to meet need will be based on a thorough analysis of the student's EHCP, close liaison with the primary school staff and meetings with the parents and the student.

Accessibility Strategy

In the case of students with physical disabilities, SWR is generally well equipped to meet the needs of these students. Our site is small and mostly on 1 level and there are few level changes across the site. Wheelchair ramps are located in key access points to the school buildings. There are a few class rooms that are accessible via staircases, however rooms can be timetabled in such a way as to accommodate students with mobility issues. This means that they will not have to use these rooms. All specialist classrooms such as science labs, the school gym, art rooms, the food room and the DT workshop are located at ground floor level and can be adapted for students with disabilities. All communal areas such as the canteen, hall and bag room are also located at ground floor level. Again, parents of students with physical disabilities are recommended to visit the school well in advance of applying for a place at SWR. If any alterations to the physical environment of the school are needed to accommodate the student, these can be identified and discussed at this point.

Students with physical disabilities will have a Teaching Assistant who will work with them to help them fully access the site. An alternative provision can be provided where appropriate for these students which could include a bespoke or reduced timetable. Alternative arrangements can also be made for Physical Education lessons if required, and this could include activities such as Boccia, which the school now competes with other schools against.

The school offers a number of extra-curricular opportunities and trips as part of our curriculum. Students with special educational needs or disabilities will never be prevented from taking part in these opportunities. Where necessary, additional staff (usually the student's Teaching Assistant) will be able to support the student if they wish to take part in a trip or event. The school is aware of the duties required of it by the Equalities Act 2010 and follow Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable students with special educational needs to participate in a visit, excursion or trip.

Students with medical needs or disabilities have an Individual Health Care Plan (IHCP) produced by the Personnel Manager (Jacqui Green in conjunction with students, parents/carers and, where necessary, medical professionals. The school nurse visits the school once a week and is available to discuss all health matters with students in a confidential setting.

How will our school teach and support students with special educational needs and disabilities so that they can access the curriculum?

At Sir William Romney's we believe that all students, irrespective of ability or need, are respected and valued as individuals and this is reflected in all aspects of the school. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities. All members of staff have a responsibility to ensure that every student has an equal

opportunity to attain their maximum potential in all aspects of the curriculum. However, where access to the curriculum is impaired by low literacy levels, low working memory skills or other special educational needs, students may receive an alternative provision or bespoke timetable in order to provide one to one or small group tuition. These interventions will be considered on an individual basis, and therefore tailored to the individual's specific needs.

Differentiation within classrooms for students with SEND will primarily come from the 'quality first' teaching of the class teacher. In line with the SEN Code of Practice, all teachers are teachers of special needs. SWR's SEND team of Teaching Assistants (TAs) support students in the classroom by further differentiating the lesson content or providing the appropriate support, resources, prompts or questions to facilitate progress. Faculty Teaching Assistants offer specialist support in areas of English, Maths, Science and Humanities.

We support students by teaching them strategies to help them manage their learning and they are encouraged to become more independent as they progress through the school. Students with SEND are encouraged to take responsibility for themselves and their actions. Our staff want to enable them to aim high and maximize their achievement.

What is our curriculum and how is it adapted to meet the needs of pupils with special educational needs and disabilities?

Students follow a broad and balanced curriculum throughout Key Stage 3, including a full entitlement to the revised National Curriculum. There is a strong emphasis on English, Maths, Science, Modern Languages and the Creative Arts. This curriculum ensures that our students are able to develop their talents and prepares them fully for life in modern Britain. The curriculum is organised in a faculty system with five Learning Areas: Communication, Creatives, Mathematics, Science, and Humanities. Within Learning Areas discrete subjects are taught by specialist teachers at both Key Stage 3 and Key Stage 4. Full details of the Learning Area structure can be found on the school website in the 'Curriculum' section.

All students, including those with special educational needs, follow the National Curriculum in Key Stage 3 (Years 7-9). Students may be withdrawn from some lessons in order to be given access to one to one or small group interventions delivered by Teaching Assistants or our Inclusion Team. In certain circumstances, students may have a bespoke or reduced timetable to help support their specific learning needs. In Key Stage 4 all pupils are enrolled in GCSE and/or equivalent qualifications at Level 1 or 2. Through advice and guidance from subject teachers and parents/carers, students can choose an options pathway that is most appropriate for them. Alternative courses to GCSEs at present include Childcare and Development, Construction, Home Cooking and Horticulture. These are either Level 1 or 2 qualifications or non-accredited courses but will provide valuable alternative learning experiences for students, particularly those with SEND.

Class sizes are small and students benefit from a high level of personalisation and individual support in their lessons. At Key Stage 4 students are advised about pathways particularly suited to them and are able to choose from a wide range of GCSE subjects to study. Pastoral support is of a very high standard. The small size of the school means that all students are well known by their teachers and this creates a trusting and supportive atmosphere throughout the school.

The Local Offer

The Local Offer can be found on our website: <http://swr.gloucs.sch.uk/wp-content/uploads/2015/11/Local-offer2-docx.pdf>

The Local Authority's Local Offer can be found on their website: www.gloucestershire.gov.uk

Further information about the Graduated Pathway and how it is relevant to your child can be found here: <https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>