



## Sir William Romney's School SEND Information Report 2021-2022

The purpose of the SEND Information report is to inform parents and carers about the way in which we support and make provision to students who have Special Educational Needs or Disabilities at Sir William Romney's School.

### Special Educational Needs at Sir William Romney's School

#### What is a special educational need?

A child or young person has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she has significantly greater difficulty in learning than the majority or others of 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.

Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools (SEND Code of Practice, 2015).

#### What type of special educational needs to students at Sir William Romney's have?

Sir William Romney's School provides support for students with a range of Special Educational Needs and Disabilities (SEND) including those with;

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

## **The Special Educational Needs Team at Sir William Romney's and the external agencies with which we work**

### **The team and our expertise**

We are a dedicated team who work closely with subject teachers and the pastoral team to ensure all students are able to achieve their potential.

You can contact any member of the team by email or by phoning the main school telephone number.

**SENDCO** – Ms L Stevens ([l.stevens@swr.gloucs.sch.uk](mailto:l.stevens@swr.gloucs.sch.uk))

**Senior Leader with responsibility for SEND** – Mr J Bell ([j.bell@swr.gloucs.sch.uk](mailto:j.bell@swr.gloucs.sch.uk))

**SEND Admin Manager** – Mrs R Magill ([r.magill@swr.gloucs.sch.uk](mailto:r.magill@swr.gloucs.sch.uk))

**Teaching Assistant (SEMH)** – Miss J Heath

**Teaching Assistant (Literacy)** – Mrs A Platts

**Teaching Assistant (Maths)** – Mrs J Staples

**Teaching Assistant (English)** – Miss M Trowell

**Teaching Assistant** – Mrs S Bendle

**Teaching Assistant** – Mrs L Geraci

**Teaching Assistant** – Mrs S Hughes

**Teaching Assistant** – Mrs S Seager

**Teaching Assistant** – Mrs E St John-Smith

The SENDCO has completed the National Award for Special Educational Needs Coordination, and has experience supporting SEND students in the capacity of both a Teaching Assistant and a Teacher.

Teaching Assistants have the opportunity to attend training courses and take part in professional development activities which has resulted in a wealth of knowledge regarding Literacy, Numeracy, Autism and Mental Health.

Ensuring progress of students with SEND involves all teaching, pastoral and support staff. All staff are aware of the different categories of SEND and receive advice on how to support students in the classroom. New members of staff are trained on SEND as part of their induction programme and teachers receive updates on developments in SEND

through the school's INSET training programme and termly best practice briefings from the SENDCo.

### **Who to contact when**

If you are concerned that your child is not making expected progress then please contact your child's subject teacher in the first instance. They will then refer this to the SENDCo as necessary.

### **Working with other services**

The school works with Gloucestershire Education Authority and this is particularly the case where students have a statutory Education and Health Care Plan. Through the Local Authority we also have access to other services to meet student's specific needs such as visits from the Visual or Hearing Impairment Team.

Where a student is not making expected progress and support provided by the school has not been successful, then we will seek input from specialist professionals such as the Educational Psychology and Advisory Teaching Service. We can also access services such as the Child and Adolescent Mental Health Service (CAMHS), Youth Support Team (YST), and Teens in Crisis (TIC) counselling to meet student's associated health and social care needs. The type of external assessment and support sought will be driven by the student's individual needs and undertaken in full consultation with parents.

### **Children in care**

In addition to the provision set out in this report the welfare and progress of the student will also be monitored and supported by our Designated Safeguarding Lead, Mr J Bell.

### **The process for identifying children and young people with SEND and assessing their needs**

Before students join Sir William Romney's in Year 7 information regarding students who have already been identified as having SEN is gathered via visits by the Head of Year 7 to all feeder Primary Schools. This information is then passed onto the SENDCO who seeks further information where necessary from the schools or from parents/carers and visit the child in their primary school where appropriate.

In addition, the following processes are used to identify and assess the needs of students who may have SEN:

- Year 7 reading and spelling assessments
- Year 7 Cognitive Ability Tests (CATS) assessments
- Data tracking throughout the academic year
- Referrals from subject teachers and other staff following observations in the classroom

## **How we teach students with SEND and provide support to access the curriculum**

At Sir William Romney's all students, including those with SEND, have access to the same broad and balanced curriculum and as such all students are taught together in mainstream classes. In line with the SEND Code of Practice, the great majority of the teaching and support for students with SEND is achieved through Quality First Teaching in the classroom. Staff have the same ambitions for, and high expectations of, all our students, including those with SEND.

Where a student requires educational provision that is additional to or different from that made for the mainstream cohort, then they will be placed on Sir William Romney's SEND register. A My Plan will be written giving details of the student's difficulties along with strategies that will help the student to learn. All teachers will have a copy of this plan and will differentiate and adapt their lessons accordingly.

Where a student has an Education and Health Care Plan, they may also be supported in class by a Teaching Assistant. However, Sir William Romney's recognises that every student has a unique set of strengths and needs, and the package of support will therefore be tailored accordingly.

## **How we involve students and parents/carers in planning and reviewing support**

The decision to bring a student onto the SEND register, or to remove them, is always discussed with the student and parents/carers first. My Plans are always written collaboratively between the student, SENDCo and parents/carers.

My Plans are reviewed as part of the whole school review process. These take place when tracking reports are published and involve the SENCo, student and parents/carers.

Where a student has an Education and Health Care Plan, parents/carers and the student will attend an annual review meeting to discuss progress towards outcomes and the required support going forward. This review meeting may also involve external professionals as appropriate. Progress of students with an EHCP is also reviewed as per the whole school review process.

## **How we support students to engage with activities outside of the classroom**

All of our students, including those with SEND, are actively encouraged to participate in our range of extra-curricular and enrichment activities. Each student's individual needs are considered and adaptations are made as necessary.

In advance of any outing, trip or special event, consideration is given to any reasonable adjustments and support which may be required. Provision is then made to ensure that

students have access to the same opportunities and experiences. This may include teaching assistants accompanying students on trips locally or abroad.

### **How we support student's emotional and social development**

At Sir William Romney's students' emotional and social wellbeing is as important to us as their academic achievement, and we recognise that students with SEND can face additional challenges. We therefore work in a close and respectful partnership with students, taking full account of their views. Students are always consulted on how they would like support to be provided and we work hard to ensure that we are sensitive to a student's needs and concerns.

Where students have communication and interaction needs, we run social skills groups. There is also provision at break and lunch time in our SEND room for students to interact with peers in a supervised and calm setting. Where issues are raised this is passed onto the SENDCo, Head of Year or parents where appropriate so that measures can be taken to support the student.

As part of the school curriculum emotional and social development is addressed through timetabled Personal Development lessons which cover topics of citizenship and personal, health and social education. Weekly assemblies delivered by Heads of Year reflect social, emotional, moral and cultural aspects of learning and students' lives.

Emotional and social support is offered through the whole school pastoral system. All students have a tutor group and their tutor will, wherever possible, remain with them as they progress up the school. Tutors work with the Head of Year to monitor and support students' emotional and social development. We have non-teaching Inclusion Support Workers (ISWs). ISW's meet with students and provide the opportunity for students to discuss any difficulties they are having ranging from study skills to personal issues. Where appropriate referrals to Teens in Crisis (TIC) counselling are made. Where higher levels of support and expertise are required Child and Mental Health Services (CAMHS) referrals are made. Our school nurse is in school regularly and students can make an appointment to discuss health related issues. Our Designated Safeguarding Lead and Safeguarding and Pastoral Support Officer are also involved in supporting students who are considered vulnerable or at risk.

### **Prevention of bullying**

Sir William Romney's School regards any bullying as unacceptable and believes that all members of the community have the right to learn and work in a safe, secure and supported environment where they feel free from bullying. The principles of tolerance and understanding and respect for others are central to our work. As we prepare students for adult life, we aim to increase confidence, self-respect, regard for others and a sense of responsibility.

The school seeks to prevent bullying by educating students as to the types and signs of bullying, its consequences and how we can all respond to it. This happens via assemblies and Personal Development lessons and tutor periods where students have the opportunity to discuss the issues. There are clear procedures for responding to bullying incidents which all staff are aware of to ensure consistency and fairness. Please see our Anti-bullying policy which can be found in the policies section of our website for more information on how Sir William Romney's prevents and responds to bullying.

## **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood**

### **Joining Sir William Romney's in Year 7**

At Sir William Romney's we understand that transition to secondary school is a big step for children. We begin working with students in Year 6 to ensure that they are fully prepared and know what to expect in order to minimise any anxiety they may feel. The Head of Year 7 and SENDCo liaise with primary schools to gain as much information as possible about the students, including any SEND information.

Where a student is identified as having a special educational need, the SENDCo may visit the primary school to meet with primary school staff to understand the student's needs and meet with the student and their parent/carer. All Year 6 students who will be joining Sir William Romney's are invited in for three successive transition days in the summer term where they spend the day in their new tutor group and take part in activities to help them prepare for September. Where appropriate additional transition visits and support is arranged.

For students with an Education and Health Care Plan the SENDCo attends the Year 6 annual review meetings to plan transition to Secondary School.

### **Leaving Sir William Romney's and preparation for adulthood**

From Year 8 onwards students follow a comprehensive programme of careers guidance and advice. This includes careers talks, interviews and college visits. Details of the full programme of activities can be found on our website or by contacting Tanith Lynham, Assistant Headteacher for Personal Development.

### **How we evaluate the effectiveness of our provision**

The effectiveness of support in enabling students to make academic progress is evaluated as part of the whole school tracking and reporting process. The impact of support strategies is

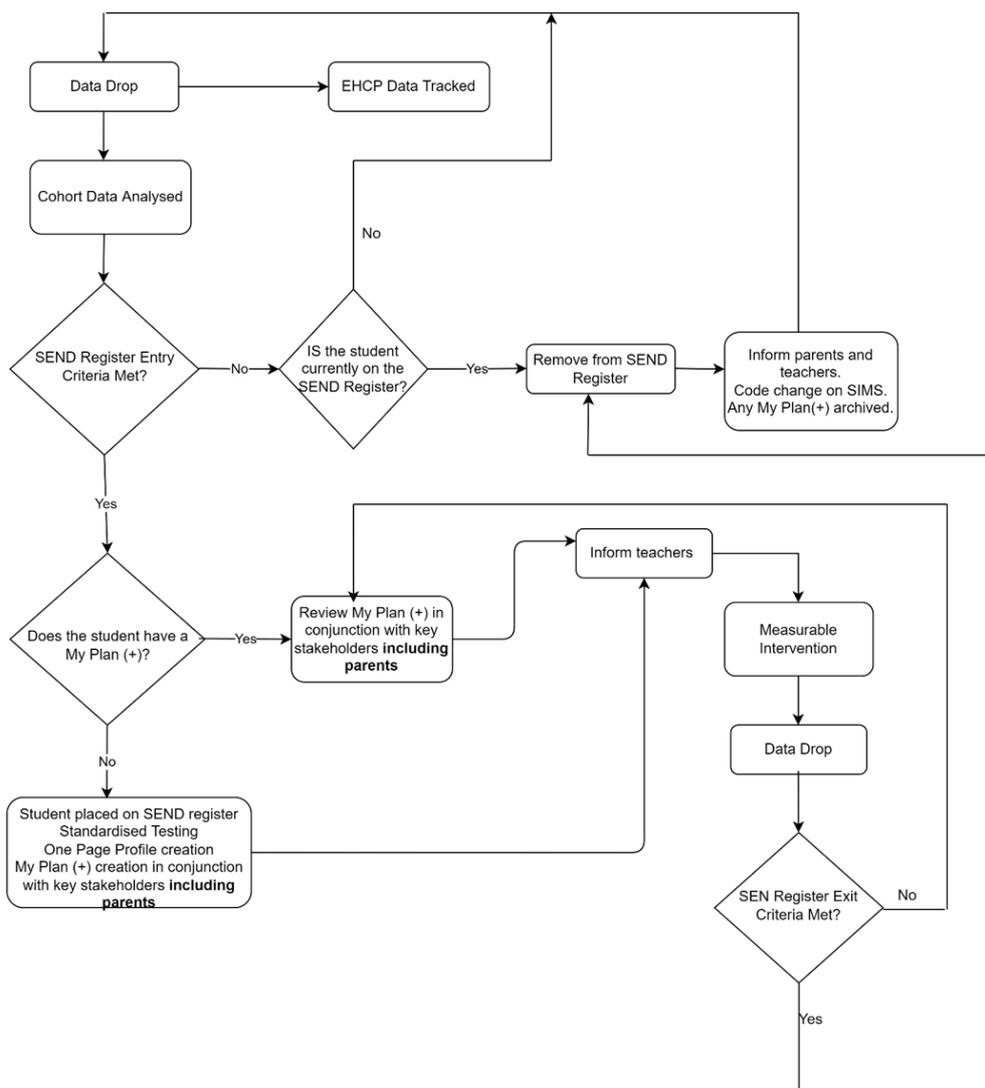
assessed in discussion with the student taking into account teacher comments. Changes are made if necessary. Effectiveness is also evaluated by analysing KS4 results.

Students with an EHCP have an annual review meeting once a year where all parties involved with the child come together to evaluate the impact of provision in helping the student to meet their outcomes. This discussion then informs future support and provision planning.

Where students are taking part in an intervention, for example to improve literacy, baseline data is gathered and recorded using standardised scores. Students are assessed again at the end of the intervention.

There is an annual report to Governors produced by the SENCo for special educational needs. The effectiveness of provision is carefully monitored and evaluated by Governors along with the Senior Leadership Team.

### Graduated Pathway at Sir William Romney's School:



### **What to do if you have a complaint**

In the first instance contact the SENCo who will endeavour to resolve your problem. If you are not satisfied, then please contact the Headteacher with responsibility for SEND, Mr J Bell.

If your complaint is not resolved, please see the complaints procedure which can be found in the policies section of our website.

### **Further information**

The school's SEND policy can be found in the policies section of the Sir William Romney's School website.

Our contribution to Gloucestershire Local Authority's Local Offer can be found through their website

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>.