



## SEND Information Report 2023-2024

### Striving for Excellence Together

#### About our school:

Sir William Romney's School (SWR) is an 11-16 mixed comprehensive school with approximately 550 students on roll. Situated in Tetbury, we offer education for Tetbury and the surrounding area.

At SWR, students with additional needs fall into one (or more) of four categories:

- **Communication and Interaction Needs** (this includes students who have speech, language and communication difficulties as well as those with autism)
- **Cognition and Learning Needs** (this includes students who have specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia as well as those who have more global developmental delay)
- **Social, Emotional and Mental Health Needs** (this includes students who have anxiety, low mood, insecure attachments and/or ADHD)
- **Sensory and/or Physical Needs** (this includes students who have visual or hearing impairments, sensory processing difficulties and/or a physical disability)

#### 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 Mrs Alix Jepps our Special Educational Needs and Disabilities Coordinator (SENDCO) or e-mail her at [ajepps@swr.gloucs.sch.uk](mailto:ajepps@swr.gloucs.sch.uk)

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

#### Admissions for students with special educational needs or disabilities

Our full admissions policy can be found [here](#) and a hard copy can be given on request.

We are 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 SENDCO will organise a private meeting and tour of the school so that support needs can be fully discussed.

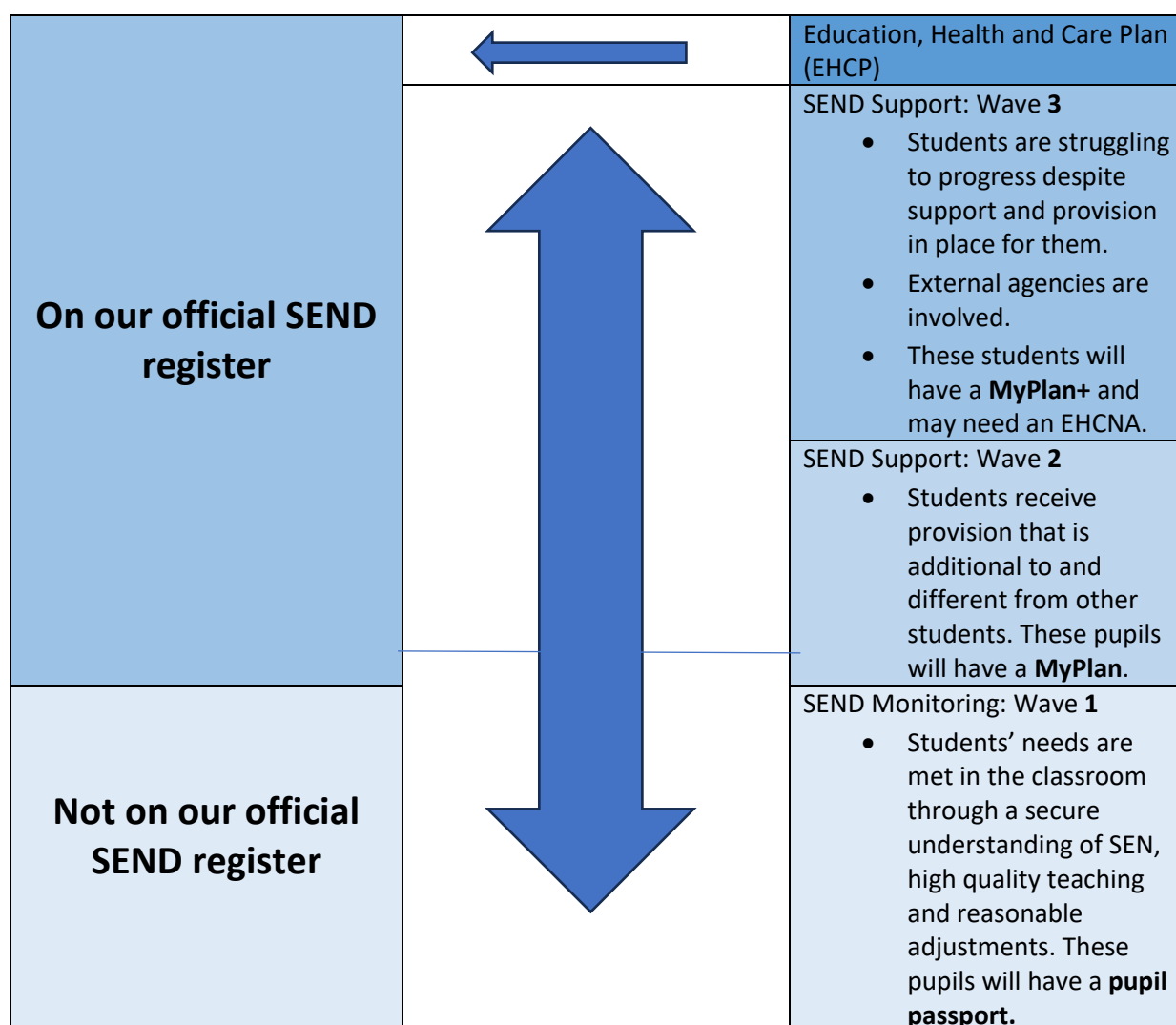
When parents of students with more complex special educational needs or disabilities make a formal application for a place at SWR, we will consider these applications on a case-by-case basis. We make all attempts to accommodate every student. A final decision on whether we are able to meet the pupil's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

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

We are guided by the Equality Act 2010 and the SEND Code of Practice when identifying a learning and/or physical disability.

- We gather information from student voice, teachers, primary school, parents and external agencies to build a picture of the student's needs.
- Teachers are encouraged to speak to the SENCO if they are concerned a student may have additional needs.
- Class teachers make regular assessments for all students and will identify students who are not making expected progress.
- Teachers of the student are asked for extra information if concerns have been raised including information on what is working well and areas of improvement.
- Data is reviewed after every reporting window and any under performance is referred to the SENDCO via Raising Standards meetings.
- All Year 7 students sit Cognitive Ability tests (CATs) when they join the school; these can help identify pupils who have a specific learning difficulty such as dyslexia.
- We regularly assess the reading ages of all pupils in KS3.

Our SEND register is fluid: students can move through the levels of the graduated approach according to need, provision in place and progress made.



### **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.

All parents/carers receive three reports per academic year which provides information on their child's academic progress, attitude to learning and attitude to homework. We also hold two parents' evenings for each year group through the academic year.

All EHCPs and MyPlans are reviewed annually; parents and other professionals are invited to encouraged to attend these reviews. Students at MyPlan+ level are likely to have more regular reviews as they are likely in a less stable stage – most will be receiving support from outside agencies and may require an EHCNA. More regular meetings will help coordinate the multi-agency response.

Conversations with the student and their families, will ensure the following:

- Everyone has a good understanding of the student's strengths and difficulties
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the student
- All know the agreed next steps

### **How do we assess and review students' progress towards outcomes?**

We follow the Graduated Approach and the four-part cycle of Assess, Plan, Do and Review.



The SENCO will carry out a clear analysis of the student's needs. This includes the collecting the following information:

- The student's own view
- Teacher assessments and experiences of the student
- TA observations

- Information regarding progress, attainment, behaviour, attitude and enjoyment of school
- The individual's development in comparison to their peers and national data
- The views, experience and observations of parents
- Advice from external agencies, if relevant

All teachers and support staff are made aware of the student's needs, the outcomes they are working towards and the support, adaptations and teaching strategies that are required to ensure the pupil can effectively engage with the curriculum and make progress. Information is available via Student Profiles on Class Charts. The effectiveness of the support and interventions, and their impact on the student's progress are regularly reviewed.

Students, especially those in KS4, are encouraged to attend their Annual Reviews/MyPlan Reviews, and, if this isn't possible, the SENDCO will gather their views prior to meeting to ensure their voice is heard and shared.

### **How do we support students moving between phases and prepare them for adulthood?**

Transition from primary school:

- We work closely with all of our feeder primary schools to ensure the transition to SWR is as smooth as possible
- We ask primary schools to invite us to all annual reviews for students with EHCPs, from Year 5 onwards
- The Head of Year 7 and SENCO visit Year 6 students in primary schools
- We offer enhanced transition to some SEND students in Year 6, depending on their level of need. This includes additional meetings, extra visits to SWR at different points in the school day, and meeting key staff.
- We involve the Athelstan Trust Specialist Teacher for Neurodiversity with the transition of some students.

Transition between years/key stages

- We acknowledge that for some students, changing year groups and key stages can be trigger points for stress and anxiety.
- Planning and preparation for adulthood and Post 16 placements begins in Year 9 (or earlier if possible)
- Our career advisor works closely with the SENDCO, meeting with students and, if beneficial, with their parents/carers too.
- Planning and preparation for Post 16 transition is a continual process and involves careers interviews, visits to colleges and/or other providers and regular monitoring through meetings.
- For all students with SEND, in all years, communication between staff is key. All students' needs are clearly documented on their student profiles via Class Charts along with the provision and support in place for them.

## **What is our approach to teaching students with SEND?**

All SWR teachers have high expectations of all our students, including those with SEND. Our approach to teaching and learning at SWR is structured around the SWR lesson which ensures consistent delivery of research-informed practice. An integral part of the SWR Lesson is the personalisation of teaching so that all learners make progress.

We believe the primary difference we can make to our SEND students is ensuring they receive a consistent diet of quality teaching and learning.

Teachers are informed regarding the needs of all students via student profiles (passports/MyPlans) on Class Charts. There are weekly briefings that focus on SEND strategies and specific students. This ensures that teachers are informed on the teaching strategies that will make a difference for groups of students at SWR.

## **How do we adapt the curriculum and learning environment for students with SEND?**

We ensure our school is a positive and supportive learning environment:

- Unshakeable belief that all students can achieve excellence in all aspects of school life (academic, social, emotional, behavioural).
- Ambitious expectations of behaviour from all of our students delivered through clear expectations, rules and consequences that are consistently enforced. We believe every student can meet our high expectations but some will need scaffolding and support to reach them.
- Value positive relationships between staff, students and peers.
- Ensure active engagement for all.

We make the following adaptations to ensure all students' needs are met:

- Offering a curriculum that is ambitious, broad and balanced for all students
- Personalisation of our curriculum to ensure all students are able to access it
- Using recommended aids such as laptops, reading pens, coloured overlays, visual timetables, dual coding, larger font etc
- Personalisation of our teaching via a number of methods including: varying questioning techniques, adapting tasks, adapting language, giving longer processing time, pre-teaching key vocabulary, providing multisensory activities, using infographics to share information etc

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 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.

### **How do we evaluate the effectiveness of our provision for SEND students?**

We evaluate the effectiveness of SEND provision through the following means:

- SEND students and their experience is at the centre of all parts of our quality assurance process including drop ins to classes and book looks
- Reviewing students' individual progress towards their outcomes
- Reviewing the impact of the interventions
- Inviting and learning from student and parent voice
- Holding annual reviews for students with EHCPs
- Holding MyPlan review meetings for students at Wave 2 and 3 Support

### **What additional support do we have for learning?**

In addition to the information provided, we also offer the following provision for our students with SEND:

- We have 8 Teaching Assistants (TAs) who support students in class across the curriculum
- We have a trained Thrive Practitioner who works with individuals and small groups of pupils
- We also have both an Academic Mentor and a Sports Mentor
- Some TAs have been trained to lead specific interventions. These include the following:
  - Homunculi
  - Lego Therapy
  - Precision Teaching (maths, reading and spelling)
  - That Reading Thing (Phonics for Teens)
  - Colourful Semantics
  - Sensory Circuits
  - Talkabout for Teens

We work with the following agencies to provide support for students with SEND:

- Athelstan Trust Specialist Teacher for Neurodiversity
- Child and Adolescent Mental Health Services (CAMHS)
- Education Psychologist
- SEND Case Workers
- Advisory Teaching Service (ATS)
- Speech and Language Therapist
- Occupational Therapists
- Young Minds Matter
- School Nurse

All staff at SWR have access to high quality and ongoing SEND CPD. There are weekly briefings dedicated to SEND CPD

Staff are also encouraged to attend meetings focusing on individual students, tutor groups and/or year groups. These meetings enable all staff involve to discuss students' needs, provision and share strategies to best support them. All staff are encouraged to share best practice.

We also invite external specialists to hold meetings with staff in order to upskill staff on how best to support students with specific needs.

### **What facilities do we provide to help students across the school?**

In the case of students with physical disabilities, SWR is well equipped to meet the needs of these students:

- The site is small, mostly on 1 level and there are only a few level changes across the site. Wheelchair ramps are located in key access points to the school buildings. There are a few classrooms that are accessible via staircases, however rooms can be re-timetabled to accommodate students with mobility difficulties.
- All specialist classrooms such as science labs, the school gym, art rooms, the food tech 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 and hall 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 specific student, these can be identified and discussed at this point.
- Students with medical needs or disabilities have an Individual Health Care Plan (IHCP) produced in consultation with the school, parents and if necessary medical professionals.

### **How do we secure equipment and facilities for students with SEND?**

We are able to lend equipment to students such as laptops, reading pens, coloured overlays if appropriate. In discussion with external professionals, we secure specialist equipment for individual students to use. Where necessary, key staff are trained to use the equipment safely.

### **What support do we offer students with SEND for their emotional, mental and social development?**

- We understand how important emotional wellbeing is for learning. An important aspect of school is to enable all students to develop emotional resilience and social skills both through direct teaching and indirectly with every conversation adults have with students.

- We cover aspects of emotional well-being in our Personal Development curriculum.
- For students with the most need of support in this area, we provide the following:
  - Regular support from our pastoral team
  - Referral to the school counsellor who comes into school once a week
  - An external referral to Child and Adolescent Mental Health Service (CAMHS)

If you have any concerns about your child's happiness and wellbeing, please contact their tutor.

### **What Anti-Bullying measures do we have in place?**

We recognise that students with SEND are more likely to be victims of bullying. We do not tolerate bullying and strongly encourage students to report any incidents that make them unhappy and could be described as bullying.

A link to our Anti-Bullying can be found [here](#) and gives for full details on our approach to Anti-Bullying.

### **How can parents complain about the school's SEND provision and how will complaints be handled?**

- In the first instance, you should speak to the SENCO.
- If you are still concerned, you should speak to the Headteacher.
- You may also contact the Chair of Governors.

All complaints will be taken seriously. You should receive an initial response within 2 days, with further information once information has been collected.

### **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>

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>

### **Reviewed**

This report will be reviewed every year and updated where necessary.