



# The Royal School

*Wolverhampton*

## Special Educational Needs and Disability (SEND) Information Report

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## The Royal School – School Offer of SEND Support

The Governing Body of The Royal School accepts the National Code of Practice for Special Needs and the principles of the Every Child Matters Agenda. It recognises that all pupils entering the school are different in their abilities, aptitude and interests. The school aims to provide students with a physically, morally and educationally secure environment in which they can develop and reach their true potential.

First Quality Teaching is vital; however, there are occasions when further additional support may be needed to help vulnerable pupils and those experiencing barriers to achievement.

### 1. How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?

- All pupils with SEND are identified and assessed as early as possible.
- On entrance to the school all pupils are base line tested. This usually includes literacy and numeracy tests, including some cognitive ability testing. In individual cases more in depth screening is carried out to identify specific barriers to learning.
- Information regarding vulnerable pupils and those who have previously been identified as SEND is collected from feeder schools. This information is made available to teaching and support staff to ensure individual needs are met.
- The majority of pupils on the SEND register do not have an Education Care and Health Plan (EHCP) and hence receive support through the school's internal provision. However, each student's needs are assessed against a constant framework of advice and guidance.
- When a pupil has very significant and complex barriers to learning, the Local Authority might consider it necessary to undertake a formal assessment of the individual needs. If, following a statutory assessment process, the Local Authority deems it necessary for a pupil to have an Education Health and Care Plan, it is the L.A.'s duty to specify the provision so that the identified needs that can be met as effectively as possible. The LA further ensures the annual review of the special educational provision of a child with an Education, Health and Care Plan.
- Special Educational provision is most effective if a cohesive working partnership exists between all parties involved: the pupil, parents/carers, staff and the LA.
- If you are concerned that your child may have special educational needs, you should contact your child's class teacher or form tutor in the first instance.
- The provision for a child with special educational needs and / or disabilities is first and foremost designed by the staff members teaching the child. However, The Royal School places great importance on close collaboration with the child's family and, where necessary, outside agencies such as speech and language therapy support or educational psychologists.

## 2. How will The Royal School Staff support my child?

- The governing body in conjunction with the Headteacher and the SENCO determine the SEND provision of the school.
- The Headteacher delegates the day-to-day management of SEND matters to the SENCO.
- The SENCO is responsible for the operation and co-ordination of the SEND policy and oversees provision and assessment of pupils with special needs throughout the school.
- The SENCO collaborates closely with the SENCOs of all partner schools to ensure that pupils are well prepared for transition to or from The Royal School. This may include visiting some pupils with SEND in partner schools prior to transition to The Royal School.
- All documentation relating to pupils at various stages of assessment along with names of pupils who may require support are passed in transition meetings between the schools' SENCOs.
- The SENCO will make use of all internal assessment data to identify students with SEND
- The overall responsibility for personnel allocated to SEND support lies with the SENCO.
- The SENCO is responsible for liaising and working with outside agencies and parents whose children have special needs and / or disabilities.
- The Royal School works on the principle that pupils with an Education, Health and Care Plan receive the support as set out in their EHCP.
- Teaching assistants and teachers provide either in class, small group or individual one to one support.
- The SENCO has a regular weekly meeting with teaching assistants and HLTAs to ensure the support is being effectively and appropriately utilised.
- The responsibility for providing appropriate levels of work and encouraging the development of a child lies with the teacher.
- It is the SENCO's responsibility to ensure that resources and support are allocated and maintained to all those individual pupils who need provision that is additional to the class teacher's differentiation and targeted support. In class TA support and support through the SEND department is co-ordinated by means of a provision map and support timetables.

## **Criteria included in the evaluation of the success of The Royal's Inclusion and SEND policy.**

- Targeted intervention and provision of support for vulnerable pupils with SEND
- School data showing pupil improvement.
- Parent and pupil satisfaction with provision and progress. Feedback during review meetings and parent consultation meetings.
- Number of pupils moving off the SEND support list
- Pupils' attainment e.g. increase in attainment levels and / or improvement in reading, comprehension and spelling levels over time
- Improved behaviour patterns
- Positive teacher and parent comment
- Successful transition to next educational stage or adult life

### **3. How will the curriculum be matched to my child's needs?**

- The school's inclusion and SEND policy includes a statement of the curriculum entitlement of every student, including those with SEND
- All departments promote the skills of oracy, literacy and numeracy through the every-day teaching of their subject.
- At The Royal School classes are mostly mixed ability. Teachers are therefore responsible for delivering differentiated work and providing targeted support for children with SEND. In subjects where setting or banding occurs, e.g. Maths and English, some degree of differentiation occurs through the setting by ability.
- Teaching assistants help to support pupils with special educational needs in mainstream classes and provide specific help on a small group or individual basis.
- It is expected that every pupil, irrespective of their ability, will have full access to the opportunities offered in the school, both educational and social.
- The aim of personal mentors and teaching assistants is to aid the development of independence, promote confidence and build self-esteem in the pupil.

- All pupils benefit from a range of teaching and learning styles; a differentiated curriculum, a range of differentiated learning materials (both for reinforcement and extension), assessment procedures that emphasise pupils' strengths and achievements, access to ICT, ability groupings and a broad range of extra-curricular activities.

#### **4. How will the school and I know how my child is doing and how will the school help me to support my child's learning?**

- Typically, a child with special educational needs and/or a disability will have a provision map (PM) which sets out support strategies to which the teacher can add subject specific targets. The content of this plan is discussed as appropriate with the pupil and the pupil's family.
- The Royal School has an open door policy and all parents of children with SEND are encouraged to make contact with their child's class and subject teacher and the SENCO to form an effective working partnership.
- The school utilises parents' own knowledge of their child and recognises that parents have responsibilities towards the child in working effectively with the SENCO and staff. For this reason every provision map also includes a section on parental support that is needed to enable a pupil achieve his / her potential.
- The views of parents form an integral part of progress meetings of any pupil on the SEND register. Review meetings are arranged at a time convenient for parents/ carers to attend; their views of the pupil's provision are paramount to the successful implementation of that provision.
- Specific parent information evenings concerning students on the SEND register are part of the school calendar and these are organised and staffed by the SENCO and teaching assistants.

#### **5. What support will there be for my child's overall well-being?**

- The Royal's special educational needs department consists of several teaching and withdrawal rooms used for individual and small class teaching.
- There are currently 22 teaching assistants across the whole of the school as well as one SENCO.
- Teachers take account of different requirements that pupils have and make provision where necessary so that all individuals can learn effectively and participate in classroom and assessment activities. All teachers plan with the SEND Code of Practice in mind and recognise individual targets and barriers to learning.
- Pupils who demonstrate behavioural difficulties are supported by the pastoral team in collaboration with the SEN department.
- Pupils whose behaviour causes long term concern may be monitored through behaviour reports and may receive support through a pastoral support plan. In such a case there are regular reviews of targets set against the success criteria. In addition to this, the Early Help Assessment and referral to Wolverhampton's Multi Agency Support Team (MAST) is used where appropriate in order to ensure that pupils and parents receive support appropriate to their needs.

- At The Royal School there are numerous opportunities for pupils to take responsibility for their school. Pupils can become mentors, peer readers, house captains, sports leaders and members of the school council, just to name a few.
- Pupil Voice provides a forum through which every child has the opportunity to discuss current issues within the school and share their ideas on how to improve the school.

## **6. What specialist services and expertise are available at or accessed by The Royal School?**

The Royal School considers the expertise of support services and outside agencies essential in meeting the needs of students with more complex barriers to learning and / or SEND

### **The Educational Psychology Service provides:**

- Specific hours dedicated to the school to be used as and when needed.
- Assessment guidance and advice for pupils who experience significant barriers.
- Monitoring and evaluation of programmes used to support SEND pupils
  - Advisory work with parents and staff
- Staff training and advice.

### **The Speech and Language Therapy Service provides:**

- Support and advice for pupils experiencing language impairments.
- Discussion with parents/students/SENCOs and teaching assistants on appropriate programmes of work.
- Monitoring of programmes of work with SENCO/teaching assistants/parents

## **7. What training are the staff supporting children and young people with SEND had or are having?**

- It is a policy of the The Royal School that all staff (teaching and non-teaching) are encouraged to remain up- to- date and skilful in their area and attend courses that enhance their skills and knowledge.
- In line with The Royal's development plans, the SENCO ensures that relevant courses are brought to the attention of the Teaching Assistants.

- Where appropriate, Junior and Senior School arrange joint training sessions to maximise resources.
- Many of our teaching assistants are specially trained to work with pupils with specific SEND and deliver interventions providing a wide variety of additional provision.

#### **8. How will my child be included in activities outside the classroom including school trips?**

- Pupils with special educational needs participate fully in arranged trips, the extended day activities, sports teams and school committees.
- The school actively ensures that extra-curricular activities including residential trips accommodate children's specific needs.

#### **9. How accessible is the setting / school / college environment?**

- Both sites of The Royal School consist of older buildings with several stair cases. There are plans to improve accessibility by installing lifts and additional toilets for the disabled.

#### **10. How will the school prepare and support my child to join The Royal School or transfer to other educational settings?**

- The Head of Sixth Form organises the transition of pupils to and from The Royal School.
- The SENCO supports transition of pupils with SEND. She collates information and files of children on the SEND support list.
- The SENCO visits some partner schools throughout the summer term to obtain relevant information on pupils with significant difficulties who are due to transfer to The Royal.
- Pupils who are anxious about transferring to their new school are given the opportunity to visit the new school on several occasions during the summer term to get to know key staff and resolve worries.

#### **11. How are the school's resources allocated and matched to children's special educational needs?**

- Funding for SEND students is received by the school through formula funding arrangements and standard funding allocations.
- All funds for SEND are spent on supporting students with Education, Health and Care plans and those with learning needs as identified on the school's SEND support list. Responsibility for allocating staffing and physical resources, both within the departments and support across the schools, lies with the SENCO, in consultation with the Headteacher.

## **12. How will the school evaluate the effectiveness of the SEN provision made for pupils?**

- 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.

## **13. What support will there be for children overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- 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.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by SLT and the governors.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the pupils' provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.
- 1:1 mentoring to support self-awareness, social skills and overall wellbeing
- 1:1 Base 25 therapeutic support by a trained counsellor
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

## **14. How is the decision made about what type and how much support my child will receive?**

In the first instance support is always provided by class and subject teachers in form of differentiation and in class intervention such as targeted class and homework.

If the child remains to have difficulties that are significantly greater than that of an average child at the same age, a move onto the school's SEND support list and support identified through the SEND department is considered. At this stage the SENCO draws up an individual provision map (PM) to aid support of a pupil and to map out additional support that s/he receives.

Teachers are responsible to feed back on the success of the implementation of the strategies as set on the IPM.

Where the issue concerns emotional or social difficulties, the special educational needs team works in close collaboration with the pastoral team.

At the end of the review period the SENCO and others involved in the PM will decide if the student:

- 1) Stays on the SEND register with continued SEND intervention
- 2) Reverts to Classroom 'Learning Concern' for monitoring
- 3) If after two reviews there is no improvement, the SENCO may decide to seek expertise and support from agencies outside of school to carry out further assessment and provide additional information for the teaching programme for the pupil.
- 4) Parents are to be involved and kept informed of progress and assessments.

## **Formal Assessment of educational needs of a pupil**

At this stage the school, along with the support services involved, make a case to the L.A to formally assess a pupil's education, health and care needs. The involvement of the Educational Psychologist is crucial at this point. Once all the necessary information is gathered, the local authority decides whether to pursue a formal assessment of the pupil.

During the assessment stage the SENCO is responsible for:-

- Completion of all administration for the school-based stages of assessment.
- Facilitation and co-ordination of L.A based stages of assessment.
- Liaising with, and advising teacher colleagues, particularly lead teachers.
- Co-ordinating provision for the pupil in question.

## 15. How are parents involved in the school?

- The Royal School has an open door policy and all parents of children with SEND are encouraged to make contact with the SENCO to form an effective working partnership.
- The school utilises parents' own knowledge of the child and recognises that they have responsibilities towards the child in working effectively with the SENCO and staff. The school - home agreement and the provision map specify in detail how parents are expected to support their child.
- The views of parents form an integral part of any meeting, in particular of an annual review. Review meetings are arranged at a time convenient for parents to attend.
- Specific parents' events concerning students on the SEND support list are part of the school calendar and these are organised and staffed by the SENCO and Teaching Assistants.
- The Royal School arranges for the support of an interpreter where necessary.
- The School seeks parental feedback on school policies regarding SEND.

## 16. Who can I contact for further information?

Contact the school's SENCO for more information about The Royal School's offer for children with Special Educational Needs and/or Disabilities, or if you have any questions or queries about SEND.

### **The 'Local Offer' within Wolverhampton**

Local Authorities are required to set out and publish a 'local offer' too. This explains how they support parents, children, young people, local schools and colleges, as well as other agencies such as Health Services.

### **The National Picture**

Further information on good practice and statutory duties of schools and local authorities can be found on:

[Http://www.SENDdpathfinder.co.uk/](http://www.SENDdpathfinder.co.uk/)