

SEN Report

September 2018

(Next Review Due September 2019)

At Rowena Academy we uphold children's right to education and recognise the diverse educational needs within our community. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

We will try to ensure that all barriers to equal access in our academy are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all our children.

SEN Link to Local Offer

The local authorities and other services must set out a Local Offer of all services available to support children who are disabled or who have special educational needs and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. The Families Information Service are the lead organisation providing the Local Offer for Doncaster, their website can be found at www.doncasterchildrenandfamilies.info.

This report forms Rowena Academy's SEN Information Report in terms of what we can offer children with SEND in or via the school. This includes how we can provide access to other organisations, but more specifically what support the Academy will offer directly to pupils and parents.

Who are the best people to talk to at Rowena about my child's difficulties with learning/ Special Educational Needs or Disabilities?

Special Educational Needs Coordinator (SENCO) – Ms Sherry Kahler

Responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with the School Partnership Trust Academies Alternative Provision.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Principal and the academy's governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Class Teachers

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing SEN Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Principal – Mrs Michelle Benton

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She makes sure that the Education Advisory Body is kept up to date about any issues in the school relating to SEND.

The Parent Support Advisor – Mrs Amy Hughes

Responsible for:

- Supporting parents of children with additional needs.
- Liaising with outside agencies that can provide additional support for parents e.g. School Nurse.
- Attending meetings with parents.

- Signposting parents to support agencies and training opportunities.

SEN Governor – Phil Carter

Responsible for:

- Making sure that the necessary support is made for any child who attends the academy who has SEND.

Who are some of the other people providing services to children with SEND in this school?

Directly funded by the school:

- A least one Classroom Assistants in each class.
- Learning Support Assistant providing targeted support for children with SEND.

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

What are the different types of support available for children with SEND at Rowena?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

These Intervention groups, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

If your child is identified by their class teacher or the SENCO (or you may have raised your concerns) as needing some extra support they may suggest that your child receive some agreed group or individual support in school. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. They will tell you what SEN support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups. This could be in the form of:

Small group or individual 1 to 1 support

For

your child this might mean they receive:

- Group support in the classroom or outside run by a trained Teaching Assistant or Learning Support Assistants.
- Individual adult support in the classroom to help your child to access the curriculum alongside their peers.
- A targeted programme delivered to your child in a 1 to 1 situation outside the classroom by a Teaching Assistant or Learning Support Assistant.

If your child is identified by the class teacher or SENCO as needing some extra specialist support in school from a professional outside the school they could receive the following.

Specialist group or 1 to 1 support run by an outside agency

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Educational Psychologist or Child and Adolescent Mental Health Services . This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means that despite the academy taking relevant and purposeful action to identify, assess and meet the Special Educational Needs of your child they have not made expected progress and need a particularly high level of individual support which cannot be provided from the budget available to the school.

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the academy to continue with the support currently being provided.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex or lifelong and that they may require specialist help or more support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP).
- The EHCP will outline your child's needs, the provision they require and the outcomes sought for your child.
- The Local Authority has a programme in place to transfer all statement to EHCP within the next two years.

How does the Academy know if my child has Special Educational Needs?

- At Rowena children are continually assessed, teachers observe the children in their class in different situations, they talk and listen to them and assess their written work.
- If a class teacher has a concern about a child's lack of progress or low attainment then they will speak to the SENCO and inform parents at the first opportunity to alert them to concerns and enlist their active help and participation.
- A parent might have shared their own concerns with their child's class teacher or the SENCO.
- Initial identification may also be made as a result of information or expressions of concern from other professionals e.g. a social worker.
- For particular children more in depth assessments may be required. Some of these can be carried out by our SENCO and sometimes we ask external agencies to carry these out.
- Whatever the difficulty, more can be done for children if help is sought earlier rather than later in their school careers.

What should you do if you think your child has Special Educational Needs?

- Talk to your child's teacher or the SENCO.
- Your concerns will always be taken seriously, as your views are very important to us.

How will we support your child to access the curriculum?

- Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs.
- The environment is stimulating and supportive. Learning Walls and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a teacher and a teaching assistant.
- Classes are well resourced and for children with additional needs, specialised equipment such as writing slopes, radio aid systems can be arranged.
- All staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by their class teacher.
- Their progress is reviewed every half term and discussed formally with the Principal every term.

- Children on the SEND Register have a SEN Support Plan which is reviewed in partnership with parents, every term and the plan for the next term made.
- The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education and a Local Authority representative.
- The SENCO monitors the progress of all children with SEND and checks that the support and interventions they are receiving are proving effective.

Does Rowena work in partnership with parents?

- At Rowena we firmly believe that children's learning is helped through parents, friends and the academy working together to ensure that each child receives the encouragement and support needed to develop his/her potential.
- Our open door policy encourages partnership working with parents and carers.
- We listen to what parents and carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.
- If your child is identified as not making the appropriate progress the academy will set up a meeting to discuss this with you in more detail, to listen to any concerns you may have and plan any additional support your child may receive.
- The Academy keeps parents of children with SEND fully informed and involved by:
 - Ensuring that parents with children on the SEND Register are aware of this and that they know what this means.
 - Ensure that parents are aware of the support that is available for their children.
 - Give parents opportunities to identify their experiences with their child at home.
 - Provide information on SEND procedures and processes.
 - Provide opportunities for parents to feed into the target setting process at SEN Support Plan Meetings.
 - Ensure that the review process seeks and takes account of the parent and pupils views.
 - We will seek parental consent for external provision (as required) from outside agencies.
 - Ensure that parents are clear on whether their child is making progress.

How does Rowena consult with children with SEND and involve them in their education?

Involving a child or young person in their own learning is a vital part of assessing and supporting their progress. This involvement can motivate children to learn, help children

develop their views and opinions and develop children's independence and communication skills. At Rowena we do this through:

- Academy Council and Class Council Meetings.
- Suggestion boxes.
- Involving all children in the planning of new topics and deciding what it is they would like to learn.
- Pupil evaluations of topics covered.
- Achievement for All Meetings
- All children on the SEND Register have their own SEN Support Plan Targets presented in a child friendly way.
- Children are involved in reviewing their own targets at review meetings.

How do we support children's emotional well-being at Rowena?

- At Rowen we provide our children with an emotionally secure environment that prevents bullying and provides help and support for children.
- Teachers plan activities to help children develop their social and emotional skills and wellbeing.
- Our teachers and other staff are trained to identify when children at school show signs of anxiety or social and emotional problems.
- We discuss any problems with parents and carers and develop plans to deal with them, involving specialists where needed.
- Teachers are aware of those children who have a higher risk of these problems including Looked After Children and those in families where there is instability, conflict or bereavement for example.
- We have a 'Star Time' room in the academy that is used to deliver intervention programmes designed to support pupils with social and emotional difficulties.
- Weekly SEAL based lessons and regular circle time sessions develop children's awareness and empathy in terms of their own wellbeing and that of others.
- Each year we assess children's Emotional Literacy and we are able to identify children who need more support and measure pupil progress in this area.
- We are also committed to ensuring pupils are safe in school, and we have achieved the Anti-Bullying Charter Mark.

How is Rowena Academy accessible to children with SEND?

- Our building is wheelchair accessible; all of the learning spaces are on one level, the academy has widened doorways with ramps, electromagnetic doors to main accesses to school and several disabled toilets.
- We ensure that equipment used is accessible to all children regardless of their needs.

- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- We will make reasonable adjustments to meet the need of any child with Special Educational Needs and/or disabilities joining our academy.

How are children with Medical Needs supported at Rowena?

- We support pupils with medical conditions, so that they have full access to education, including physical education and educational visits.
- Academy staff are fully informed and adequately trained by a professional, where necessary, in order to administer support or prescribed medication.
- An Individual Healthcare Plans is developed for any child with long term medical needs, in association with parents and relevant healthcare professionals.
- All staff respond sensitively, discreetly and quickly to situations where a child with a medical condition requires support.
- We have a team of staff who are first aid trained.

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorders (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will your child be supported when they are leaving the academy or moving to a new class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school's SENCO and ensure they know about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - Where possible your child will visit their new school on several occasions and staff from the new school will be invited to visit your child in this school.

- When moving classes in this school.
 - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and all relevant staff.
 - Your child will have several visits to their new classroom and meetings with their new teacher and teaching assistant.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.

What should I do if I am concerned about my child progress or I have a complaint?

If you are unhappy with any aspect of their child's care at Rowena Academy, you should discuss these concerns with the school. This will be with your child's class teacher in the first instance, with whom any issues should be managed. If this does not resolve the problem or allay your concern, you should take the problem to a member of the Leadership team or the Principal. In the unlikely event of this not resolving the issue, you may make a formal complaint using the Rowena Academy Complaints Procedure.