

Appendix 1

GLF SEND Information Report



SEND INFORMATION REPORT

Rosebery School

2018/2019

SEND INFORMATION REPORT

Our Vision and Values

Rosebery School is an outstanding all-girls school that supports each student to thrive personally, socially and academically. We give our students opportunities to develop enquiring minds, a lifelong love of learning and to become well rounded members of the community. At Rosebery we strongly believe in celebrating every success and preparing our students for the future.

We trust this information report below, together with our SEND policy, provides you with a flavour of our inclusive approach at Rosebery School.

Inclusion Leader & SENDCO Where students or parents have concerns, in the first instance they should contact the class teacher who will inform the SENCo. Our SEND Policy outlines our SEND support.	Claire Ramsay Assistant Head Inclusion Emma Byrne – SENCo
Children who are Looked After (CLA) Coordinator We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with Social Services and the Virtual School (as needed) to ensure these students' wider needs are being met.	Claire Ramsay Assistant Head Inclusion
Surrey's Local Offer	Surrey Local Offer website: www.surreylocaloffer.org.uk
Whole School Provision	Provision map by areas of need- see school website. http://www.roseberyschool.co.uk

SEND at Rosebery School

SEND Support for Students

Rosebery School is a mainstream academy. An academy is a state-funded, community school serving local residents, providing free education for students of all abilities.

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to be able to cater for learners who may have difficulties with:

- Cognition and Learning;
- Communication and Interaction;
- Social, Emotional and Mental Health; and
- Sensory and/or Physical Needs.

We also have staff who have training in the following areas:

- Dyslexia;
- Positive Touch;
- Autistic Spectrum Disorder;
- Hearing impairment awareness;
- Visual impairment awareness;
- Multi-sensory intervention;
- Anxiety awareness;
- Speech and Language; and
- Epilepsy training.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

Having identified needs, we seek to match provision to need. Our Assistant Head Inclusion and SENDCo monitor the impact of interventions through regular meetings and tracking of pupil progress and share this information with governors and the rest of the leadership team. Should additional support be needed, we use a number of evidenced based interventions across the school, depending on need.

See our Provision Map, on the school website, for further information.

SEND Policy and Information

The school has an SEND policy which can be found on the school website.

The school telephone number is 01372 720 439.

The Assistant Head Inclusion is Claire Ramsay and the SENDCo is Emma Byrne, who can be contacted via the school office.

Our Assistant Head Inclusion, SENDCo and class teachers track pupil progress on a termly basis. We track the progress of all our learners and as professionals, we regularly discuss any concerns we have as well as celebrate achievements. We have robust systems in place and use data to support tracking and identifying needs.

Parents who have concerns about their children are encouraged to speak to their tutor or subject teacher, who will then pass this information on to the SENCo. The SENCo will also meet with parents, via prior appointment. This can be made through the school reception.

We identify SEND needs in students in the following ways:

- observations and assessments in class setting ;
- parental and teacher discussion;
- class teacher concerns discussed with SENCo;
- ongoing observations and assessment, checking against age related expectations; and
- support and advice from outside professionals (with parental consent).

As a staff we meet regularly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner; these decisions tie in with the school's graduated approach to meeting needs.

The school operates a regular four part cycle in order to identify students who may have special educational needs and/ or disabilities. This is through the process of:

- assess (the student's needs);
- plan (support);
- do (interventions/actions); and
- review (outcomes)

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

Parental Involvement in SEND

At Rosebery School we have a policy where parents and carers are invited to the school, by appointment, to speak to their child's Head of Year should they have concerns regarding the overall progress of their child. We believe in developing strong home- school links, which is through communication from HOY and SENCo. Where SEND needs are identified, support is recorded within the SEND Support Arrangements. This document is developed through a cycle of reviews; it starts with a One Page Profile for the student.

Parents and carers contribute to reviews to ensure a holistic approach is taken. In addition, pupils with a Statement of Special Educational Need or Education, Health and Care Plan (EHCP) will attend an Annual Review. The school also has a regular reporting cycle where parents are informed of progress. All students are set targets or next steps. At the end of each term, parents will receive a full report on their daughter's progress. At annual Parents' and Carers' Evenings, families are able to come in to school to discuss progress, support and next steps.

Our SSB includes parent governors who oversee the work of the school in relation to experience, outcomes, safeguarding and student wellbeing.

We host a number of curriculum events to help families understand how they can best support their child's needs and to outline the school curriculum. We believe in partnering with parents and carers to support a student's learning.

We encourage parental support through:

- half termly assessments;
- student achievement and progress shared at Parents' and Carers' Evenings;
- homework and planners;
- SEND support plans shared with parents and carers
- teacher contactable through phone calls and emails (after school);
- termly reports; and
- parental workshops.

Every student is unique, many children and young people will have SEND of some kind at some time during their education. Some children and young people will need extra help for some or all of their time in education and training.

Our SENCo and class teachers, through regular progress reviews, seek to identify students making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents and carers are invited to share any concerns with staff. We aim to identify reasons why a student may be struggling with their learning.

As a result of teacher and parental discussion (and student discussion where possible) additional intervention will be provided if it is felt that a student may have special educational needs. These needs may be identified using a range of in house assessments and observations, or outside professionals may also be involved. This is always with parental consent. Students and their families are fully involved and encouraged in establishing this support.

Arrangements for Assessing and Reviewing Students' Progress towards Outcomes

One Page Profiles are shared with parents and carers, detailing the support provided for students in lessons. The student's attainment and progress are shared with parents each term and a comparison against target grades and expectations is given. Some students will also have an SEND support plan to support progress.

Throughout our 'Assess, Plan, Do and Review' cycle we will look at the actions needed to support each student in achieving their full potential. Throughout this process we will begin or add to the student's Pathway Plan and, as appropriate, seek the support of external agencies including: CAMHS, Educational Psychologists, GLF Behaviour Support, Speech and Language, Occupational Therapists and Learning and Language Support. This support is only sought after agreement with parents.

Transfer and Access Arrangements between Phases of Education for students with SEND

Induction is important to us and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all students new to Rosebery in September. As part of this process we include:

- consultation with parents and carers about their child's needs and interest;
- induction meeting and assembly held for new students and/or parents and carers; and
- information sharing about students, gathered from primary schools or previous settings, is shared with staff, as appropriate, to ensure we are fully prepared to meet the student's needs when she starts at Rosebery.

Students' transition between secondary schools

For students with complex needs, a Transition Review with parents, carers and agencies involved is established to ensure a smooth transition. A transition plan is then agreed together. The SENCo is in regular contact with neighbouring educational settings and works closely with the other SENCos in the area.

Students' transition between classes within Rosebery

Handover meetings are held between relevant Heads of Year, teachers and Form Tutors at the end of the academic year.

If a student enters Rosebery at the start or midway through the academic year from another school then a Transfer Meeting will take place. Files will be transferred between schools to ensure information is shared. A meeting will be arranged, if necessary, with the parents or carers, Assistant Head Inclusion, SENCo, Head of Year or Form Tutor to discuss the student's needs and the provision required. If needed, the student may have a period of transition to ensure they settle well. The SENCo will make contact with the external agencies involved (if applicable) to ensure support continues in our setting.

Students' transition from primary settings or to colleges/education after GCSEs

We receive support from external agencies for pupils who may require some specialist help concerning transition from primary to secondary school. Colleges or Sixth Form schools receive feedback on SEND students and the support historically received at Rosebery. In all cases SEND needs are discussed between the current SENCo and the receiving SENCo. Additional transition days/ meetings may be held depending on the needs of the student.

Teaching Students with SEND

The Leadership team and Extended Leadership team lead on inclusive practice. The Deputy Head for Pupil Progress, Assistant Head Inclusion, SENDCo and Heads of Year review students' progress if they are on the SEND register and identify any additional support needed.

At Rosebery School we recognise that the quality of teaching within the classroom is the greatest influence over students' progress and we therefore invest in training to ensure our classrooms are an inclusive place to be. We adopt a graduated approach to meeting the needs of all students through Quality First Teaching and our staff make reasonable adjustments to help include all students, not just those with SEND. For example, visual signs, symbols and timetables are provided throughout the school and all staff are encouraged to use communication friendly strategies.

How we adapt the Curriculum and Learning Environment for students with SEND

At Rosebery School we provide a differentiated curriculum to meet the needs of all learners. Reasonable adjustments are made to accommodate all learning styles in order to include the visual, aural and kinaesthetic learner. Staff differentiate work and resources so as to support access to the curriculum. In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professionals with whom we work.

Lesson observations by senior staff ensure the school continues to develop its inclusive ethos, and training needs are identified from these observations. Our whole school provision map identifies the support available within the school at a whole class and individual level.

We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.

Staff training in SEND and specialist outside support

We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty in order to support the students' access to the curriculum. Our staff receive regular training and all of our teachers hold Qualified Teacher Status. Several members of staff have additional training qualifications in specialist areas. The SENCo holds the National SENCo Award (NASENCO).

All or some of our staff have had training in:

- Dyslexia;
- Positive touch;
- ASD;
- Hearing impairment awareness;
- Visual impairment awareness;
- Multi-sensory intervention;
- Anxiety awareness;
- Speech and language support; and
- Epilepsy training.

Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. We have a good working relationship with many specialists from outside agencies and encourage their involvement as required. Currently we have regular contact with teams from:

- Educational Psychology and Specialist Teacher Support;
- Learning and Language Support;
- Behaviour Support;
- Speech and Language Therapy;
- Occupational Therapy;
- Hearing Impairment Service;
- Visual Impairment Service;
- School Nurse;
- Physical and Sensory Support;
- Family Support Worker; and
- Child and Adolescent Mental Health Services (CAMHS).

We access specialist support from Surrey County Council. This support is usually based on where a pupil lives or is registered with the GP. Some services are not as accessible to us and parents may need to consult their GP.

Evaluating the effectiveness of provisions made for students with SEND

We ensure that resources and interventions to support the students' learning are available within an allocated budget and are detailed on a student's SEND support arrangement plan and/ or One Page Profile.

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENDCo carries out learning walks which include reviewing how provision is delivered. Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan.

Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at specific needs.

Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

Inclusion of SEND students within school life

Rosebery School Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Different steps are taken to prevent students with SEND being treated less favourably than other students; some examples of these are:

- Regular tutor time lessons and enrichment days celebrating and recognising differences;
- Promotion of SEND awareness;
- Assemblies to enhance understanding of difference;
- Celebration and recognition of all achievements in form time, class and assemblies;
- Effective differentiation in the classroom;
- Practical and hands-on learning opportunities; and
- Enrichment opportunities.

As needed, additional staff accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. We actively monitor the engagement of learners across the school.

Support for improving Emotional and Social Development

Every learner has a named professional they can talk to, should the need arise. For the majority of our students, this will be their Form Tutor and/ or Head of Year. A whole school positive pupil attitude is encouraged through the Rosebery Way.

Anti-bullying and E-Safety lessons are taught each term, as relevant to the students' age. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they can talk with the class teacher. Our anti-bullying parents leaflet outlines this support.

Arrangements for handling complaints from parents of children with SEND concerning SEND provision

The SENCo at Rosebery School is Mrs Byrne ebyrne@rosebery.surrey.sch.uk

In the first instance if a parent has a concern they are encouraged to speak to the tutor or subject teacher. If the matter cannot be resolved at this stage then the SENCo may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on the school office. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

Further information about SEND can be found on the Rosebery School website.

<http://www.roseberyschool.co.uk>

Further information on the Local Authority's Local Offer can be found at

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

SEPT 2018.