



ROSE WOOD

ACADEMY

SEND Information Report

September 2023

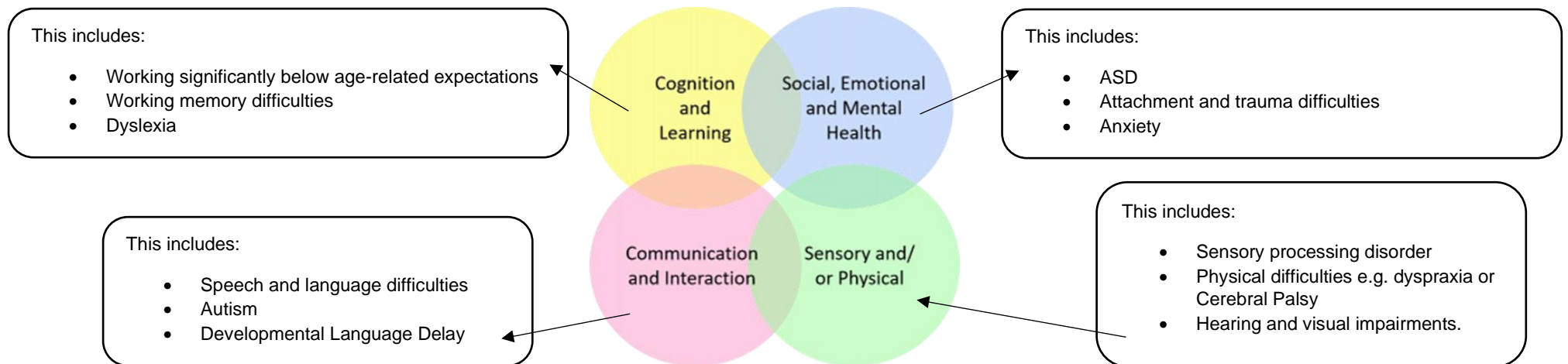
Reviewed September 2024 with parents

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs, which is the requirement of all schools and academies as stated in the SEND Regulations 2014 (regulation 51 and schedule 1). This information outlines the support and provision you can expect to receive, if you choose Rose Wood Academy for your child in compliance with Section 69 of the Children and families Act 2014.

What does the term Special Educational Needs mean?

The term refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances. Special educational needs come under four broad areas, which are provided for at Rose Wood Academy:



Many children and young people have difficulties that clearly fit into one of these areas; some have needs that span 2 or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person at the earliest opportunity to make an accurate assessment of their needs.

Rose Wood Academy is an inclusive school which aims to support the needs of children across the curriculum in order to reach their full potential through high quality teaching which is matched to the needs of the individual child. Rose Wood Academy provides a safe, stimulating and caring environment which enriches children's learning and motivates them to become active, successful and independent learners. Children at our school develop a sense of wellbeing,

confidence and responsibility so that they can become well rounded members of society. Children develop a feeling of respect for themselves and others within our school.

There are some children who require extra provision and our SEND provision allows those pupils to be catered for on an individual basis. The SEND Code of Practice states that 'a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made...has a significantly greater difficulty in learning than the majority of others 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...'.

We have many staff who work with and support those children requiring extra support outside the expected classroom differentiation, to ensure that each and every student can have as fully inclusive a learning experience as possible.

What support do we provide for you as a parent of a child with SEND?

You will be actively involved in your child's education in compliance with paragraph 3 of schedule 10 to the Equality Act 2010 and as set out in the school Accessibility Plan. You will be consulted with and your thoughts and feelings considered as we aim to work collaboratively to achieve the best possible outcomes for your child. This is done through the Graduated Approach process we have in school and at the termly review meetings. In partnership with parents, we aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions.

Rose Wood Academy has an identified Special Educational Needs Co-ordinator (SENCO), Miss Kim Tyerman who can be contacted on 01642 595353.

- Class teachers and the SENCO (Miss Tyerman) are available to:
 - Discuss your child's progress or any concerns you may have;
 - Share information about what is working well at home and school so similar strategies can be used through the writing and reviewing the Graduated Approach;
 - Share information from outside agencies following appointments and assessments.
- Miss Tyerman (SENCO) is available to meet with you via appointment to discuss your child's progress or any concerns/worries you may have that the class teacher is able to help with.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. We are available to discuss this with you in school and explain the findings with you where necessary.
- Provision for your child will be reviewed regularly through the Graduated Approach termly reviews.
- Class Dojo and MCAS are a layer of home/school communication. Through this school media tool you can contact both class teacher and the SENCO directly.
- Different ways of teaching are in place so that your child is fully involved in learning in class.

- Specific strategies (which may be suggested by the SENCO or Specialist staff from outside agencies) are in place to support your child to learn.
- Your child will be monitored regularly to check for progress. Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.

Children who are looked after by the local authority

When supporting children who are looked after by the local authority, we will work closely with all professionals (e.g. Virtual Schools) involved to ensure children make progress towards their desirable outcomes, as outlined in their graduated approach.

Who are the best people to talk to about my child's SEND needs?

Class teachers are responsible for:

- High quality teaching of all children, including those with SEND.
- 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 or additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in their classroom 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.

SENCO (Special Educational Needs Co-ordinator) is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing and monitoring how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Mr Cowley will give responsibility to the SENCO but is still responsible for ensuring that your child's needs are met.
- He will ensure that the training needs of the SENCO and all other staff are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND AICs are responsible for:

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

Parents are able to contact the following people:

- Mr Paul Cowley (Head Teacher)
- Miss Lisa Carney (Deputy Head Teacher)
- Mrs Michela Shields (KS2 Key Stage Leader)
- Mrs Louise Speight (KS1 Key Stage Leader)
- Mrs Hala Danks (EYFS Key Stage Leader) or Mrs Brie Kadar (EYFS Key Stage Leader – Maternity cover)
- Miss Kim Tyerman (SENCO)
- Miss Tina Jackson (PSA)

What arrangements are made for the admission of disabled pupils?

SEND Support (Cycle 2)

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Educational, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all pupils where possible.

School are always proactive in finding out as much information as possible about new children who have an identified special educational need. The school aim to meet with the parent to gather information, to contact previous educational settings and to contact any outside agencies that are involved.

EHCP (Cycle 3)

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC Plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs may be better met in specialist provision.

All SEND

When a child is new to the school and has a specific need, a visit by the parents/carers and where possible the child, is encouraged. The family is shown around the school by the Head Teacher or SENCo. The needs of the child are discussed with the SENCo to ascertain and share relevant information in order that any preparations can be made by the school before the child's first day of attendance. This information is treated sensitively and shared with the classroom staff and, when necessary, midday meal supervisors and all teaching staff.

Our aim is always to find out as much information prior to a child beginning their education at Rose Wood Academy so that the transition can be as smooth as possible and school can meet needs appropriately from the start.

How are children with SEND needs supported at Rose Wood Academy?

The SENCo has the overall responsibility for all students on the SEN register. The SENCo will oversee the monitoring and evaluation of progress and provision for each child on the register. In addition, teachers have daily responsibility for the children and must ensure that each child has the provision they require. Teachers, HLTA's and TA's will help to support, monitor and evaluate such provisions and interventions.

Staff who teach at Rose Wood Academy must follow the first principle of the new Code of Practice which says that they are responsible for monitoring and evaluating students' progress.

How do we adapt the curriculum and learning environment?

Once a student's needs have been identified, the amount and type of provision is decided in line with the needs of that student. The provision we provide is in line with The Equality Act 2010 and allows all children to have access to an education that includes all school activities.

For example:

- A short term programme of work/support/intervention.
- In class support.
- Modified resources.
- A modified curriculum.
- Speech and language input.
- Phonics teaching/support.
- Small group work.

All special educational provision is the responsibility of the SENCo in collaboration with other staff.

- Staff will review outcomes and report back to the SENCo.
- Interventions will be reviewed against outcomes on a regular basis.
- When considering the effectiveness of interventions, school will consider data and the evidence of impact, including advice from professionals.

In exceptional circumstances, a child may be taught for part of the whole of the curriculum outside their chronological year group. This will only be done after discussions with parents and the child to ensure that everyone is comfortable for this to happen and that it is being done in order for the child to first and foremost be happy and settled in their school environment but importantly, to enable them to make progress.

The school has created 'safe spaces' that are accessible to children with specific needs. These include:

- The Hub – a calm learning space

- The Den – a calm learning space
- The Snug – a sensory space that includes a safe space.

A safe space is used to meet individual children's needs. This space promotes inclusion by allowing sensory diets to be delivered in a space that promotes emotional regulation. This space also supports behaviour self-management as well as a space for children to access during times of crisis. More information can be found: <https://safespaces.co.uk/>

Specialist support from outside agencies

Some children may be identified as having special educational needs that require specialist support from a professional outside the school. This may be from:

- Applied Psychology which the school has an Service Level Agreement with
- Speech and Language Service which the school has an Service Level Agreement with
- Specialist areas of the Speech and Language team – Fluency, Disorder etc.
- Local Authority Inclusion and Outreach Team
- Future Steps - specialist OT support around sensory needs – privately sourced
- NHS OT or Physiotherapy service
- The Sunflower Sensory Service (part of the NHS OT department)
- CAMHS
- Neurodiversity Assessment Team – assessment of ASD and ADHD
- Hearing/ Visual Impairment Service
- School nurse
- Other NHS services for specific needs.
- The Bungalow Project Therapeutic Service

For your child this would mean:

- Your child will have been identified by the class teachers/ SENCO (or you will have raised your worries) as needing more specialist input in addition to quality first teaching and other provision in school.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for us to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help us 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 reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This may include a modified curriculum for some individuals.

All of the above also applies to supporting children who are looked after by the LA and have SEN.

Higher Needs Funding Application to the Local Authority

The school can make a Higher Needs Application to the Local Authority who decide the type of additional support and provision is necessary to further help your child access their learning.

- The Higher Needs Application requires the SENCO to gather relevant information from all agencies involved and put forward a case to the Local Authority as to why your child requires additional support to meet their needs beyond what the school is able to provide.
- The Local Authority consider this information and if they feel your child requires a higher level of support they then provide school with feedback as to what provision they feel your child requires.
- If the LA feel Higher Needs Funding is most appropriate, then school are given a banding of funding level based on your child's level of need. Once funding is in place then school would put in place the appropriate support based on the information from all agencies involved. This funding is reviewed on a regular basis.

Education Health and Care Plan Request (EHCP)

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.

- We would meet together to complete a EHCP request through a Referral Planning Meeting, which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and involving parents and all agencies working with 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 (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will write an Education and Health care (EHC) Plan.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- If provided, an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Your child will still be part of the class, under the direct responsibility of the class teacher.
- This type of support is available for children whose learning needs are severe, complex and lifelong.

How Rose Wood Academy identifies pupils with SEND needs.

Pupils can be identified through a variety of ways:

- Regular Pupil Progress meetings allow staff the opportunity to discuss each child's progress on an individual basis to assess whether extra support or interventions are required.
- The SENCo attends termly staff meetings which have a SEN focus where children of concern can be discussed.
- A parent can identify concerns about their child's progress and/or ability.
- Professionals working in collaboration with school may express that a child may have extra needs.

All children identified as requiring 'over and above normal classroom differentiation' are placed on the schools SEN register so that they can be carefully monitored. This is a fluid register which can change with progress.

If required, a graduated response will be put in place to move a child from SEN support to EHCP in line with the child's needs.

During their time at school:

- Any children for which progress (due to a variety of factors) is a concern will be brought to the attention of the SENCo who will decide (in collaboration with staff) whether a plan for support needs to be in place.
- Students' progress is regularly reviewed and each child on the SEN register has a Support Plan which identifies the key areas in which that child is being targeted for progress and how these will be supported and measured.
- This is done on a termly basis and parents are given a copy of these plans.
- If required, Rose Wood Academy will seek the support of outside agencies to offer further professional support and give recommendations as to how best to meet a child's needs.

How are parents consulted?

- Parents receive a yearly report which shows overall academic progress.
- Parents are sent copies of student support plans for all children on the SEN register.
- Parents have the opportunity to meet with staff at regular parents' evenings.
- Extra meetings with staff can be requested by the parent.

Staff training

- All staff in school attend regular training with a SEND focus.
- Specific training is provided for staff who have a child with a specific need in their area of school.
- There are trained first aiders in school – all staff have also had EpiPen training.
- For children with Social, Emotional & Mental Health needs - Children know that Miss Jackson (PSA) is always available to speak to about any personal worries or needs they might have. She will assess the children and decide whether they need some ongoing support or whether their concern can be dealt with, within a smaller timescale. Sometimes, children will work in small groups to deal with their views on issues such as bullying or friendships. Pupils are also supported in class through regular PSHE lessons. This also includes supporting children and young people who are looked after by the LA and who have SEN.
- Staff are able to request training from the SENCO.

How does Rose Wood Academy measure the progress of children with SEND needs?

Your child's progress and application to learning is continually monitored and reported to parents through the schools regular monitoring rounds as well as termly reviews of the Graduated Approach and your child's progress towards meeting their desirable outcomes.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults and professionals involved with the child's education, including the child. In addition, there are termly Graduated Approach reviews between the SENCO, teacher and parents.

The SENCO will also monitor that your child is making good progress within any individual work and in any group that they take part in.

How is Rose Wood Academy accessible to children with SEND?

Any equipment and facilities required are assessed on an individual basis for each child. Many resources are identified and provided by way of differentiation from the class teacher. Where equipment and resources are required which are 'over and above normal classroom differentiation', the teacher will contact the SENCO who will discuss the need and either supply the teacher with what has been requested or, will seek advice from other professionals. The SENCO will also seek to access additional funding from the Local Authority where required to support the child.

The SENCO has a supply of resources which can be accessed by all staff. However, if extra/new resources are needed, staff apply for this through the SENCO.

Accessibility

- The school has wheelchair access for students if required.
- The school is a one floor level school.
- The school has links with Occupational Therapy in the event that a child may have other specific needs which will be considered as and when required.

How will we support children moving between different phases of education?

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.

At points of transition a transition plan is made by the SENCO and class teachers. Each individual child's needs are considered and then an appropriate transition plan is put in place. This could include weekly lunch sessions with their new class teacher, drop-ins to see the new teacher, creation of transition books for the children to take home and share with parents over the holidays. The children also spend time in their new class prior to joining it.

Their new teacher will meet with the current teacher to share information. Where possible both teachers attend the final Graduated Approach review of the year. Individual pupil plans are used to support transition within school and beyond.

Before joining secondary school, the SENCO meets the secondary school SENCOs to share information and the children are often visited by a member of staff and have at least one visit. Where necessary more can be arranged. Where there is an EHCP or an Early Help Assessment in place then secondary staff are invited to annual review meetings and EHA review meetings in the summer term.

Children joining school at the start of Nursery and Reception are invited in for various informal events such as 'Stay and Play'. Detailed entry forms are completed with the parents to try to establish any highlighted SEND needs or possible concerns so that school can be proactive in meeting the children's needs on entry into the setting.

In Key Stages 1 and 2 new children and parents are invited into school to meet with class teachers and/or the SENCO, Miss Tyerman. Here all the necessary information is collected and paperwork completed. Liaison with the previous school (where contactable) will be carried out by the SENCO or class teacher as appropriate. Information is then shared with all necessary staff and support put in as needed to ensure a smooth transition.

When children with SEN leave other than at the end of Nursery or Year 6 the SENCO will contact the receiving school and ensure all relevant information is passed on. Where needed transition meetings will be arranged.

Other information

Complaints

The school's complaints policy can be viewed on the school website.

Any complaints should at first be directed towards the class teacher. Following this, any further complaint should be followed up through contact with Mr Cowley (Head Teacher). If it is felt that a concern(s) needs to be further escalated, then the procedure within the complaints policy should be followed.

Middlesbrough Local Offer

Middlesbrough's Local Offer can be obtained from Middlesbrough Borough Council's website (<https://www.middlesbrough.gov.uk>) or by telephoning the Family Information Service on 01642 354200.

The school contributes to the Local Offer by offering pupils appropriate opportunities to develop their abilities. This is done through the curriculum, clubs and liaison with other schools.

SEN Code of Practice

This can be found using the link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Rose Wood Academy Disability Equality Scheme and Accessibility Plan

You can find a link to this document under the 'Policies' part of the school website.

- Accessibility plan and SEND policy can be found at - <https://rosewoodacademy.co.uk/key-information/send>

Anti-bullying

Our anti-bullying policy can be accessed at - <https://rosewoodacademy.co.uk/key-information/policies>

If you have any concerns that your child is having difficulties with their peers, please speak initially to your child's class teacher. Following this, any further complaint should be followed up through contact with Mr Cowley (Head Teacher). If it is felt that a concern(s) needs to be further escalated, then the procedure within the complaints policy should be followed.

Glossary of terms

ADHD – Attention Deficit Hyperactivity Disorder

AIC – Academy Improvement Committee

ASD – Autistic Spectrum Disorder

EHCP – Education, Health and Care Plan

Graduated Approach – A termly document that outlines the support a child will receive over the course of a term. This will be reviewed termly and shared with parents/carers.

PSA – Parent Support Assistant

SEMH – Social, Emotional & Mental Health needs

SENCo – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disabilities