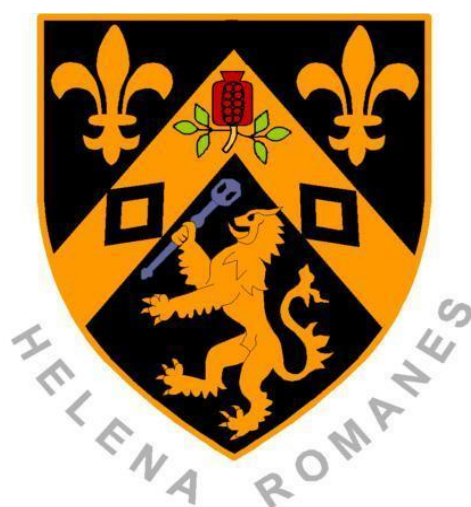


Helena Romanes School



SENCO	Mrs Francesca Ward
SEND Governor	Mr Doug Brechin

SEND Information Report, 2022-23

Reviewed and agreed by Governors 03-09-19

Reviewed and agreed by Governors 10-01-21

Reviewed and agreed September 2022

To be reviewed September 2023

Our Vision and guiding principles for supporting students with SEND

We aim to foster a culture of success through:

- placing students at the heart of our community
- developing resilient and resourceful students
- adapting and applying skills for flexible life-long learning
- promoting an awareness of a rapidly changing global environment

Our Values

- to provide a high quality educational experience for all students and staff
- to create a culture of high expectations for all students and staff
- to raise standards of achievement for all students and staff through creating a learning focused school
- to continue to improve the quality of teaching and learning
- to build leadership capacity and capability for all students and staff
- to become a learning community where all can succeed

Our Ethos

- **H**onesty
- **R**espect
- **S**uccess

The school's ethos statement has been produced following consultation with students, staff, parents and other stakeholders.

All members of staff, in conjunction with the Local Governing Body have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum (incorporating personalised provision), and their relative progress is recorded, valued and reviewed.

Definition of Special Educational Needs and Disability (SEN/D)

Students have special educational needs if they have a difficulty accessing the curriculum, temporarily or longer-term, which call for special educational provision to be made for them. Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

The SEND support we provide at Helena Romanes School is student centred and student led. It is focused on enabling our students to access the curriculum and on the students' well-being. This may be through in-class support, alongside the help provided by teaching staff, or through the running of small intervention groups and one-to-one sessions. The support is flexible and is reviewed routinely. Parents or carers, students and school staff are involved in developing the best and most appropriate support to enable students to succeed.

EQUALITY STATEMENT

The Governors and staff at Helena Romanes School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community

The information report (below) outlines the provision for our students with SEND (including those students who are looked after by the local authority and have SEND).

What kinds of SEND do we provide for?

The Learning Support Department provides support for students across the four broad categories of need as laid out in the SEND Code of Practice 2015:

- communication and interaction (ASD, SLCN)*
- cognition and learning
- social, emotional and mental health difficulties (ADHD, ADD, anxiety, ODD, OCD)
- sensory and/or physical needs (physical, visual or hearing impairment, sensory processing disorder)

How do we identify students with SEND and assess their needs?

- Information from previous school/key stage
- KS2 results, baseline testing, feedback from teaching staff and observations
- Information from parents/carers
- Information/reports from other professionals

What is the name and address of the SENDCo?

The SENDCo's name is Francesca Ward

The SENDCo can be contacted at: Helena Romanes School, Parsonage Downs, Great Dunmow, Essex, CM6 2AU, 01371 872560

How do we consult parents of students with SEND and involve them in their child's education?

Key staff will make contact with the parents or carers of students during the year to review progress, set targets and review provision.

Contact maybe via:

- Telephone/email
- Review meetings
- Parent Views sheet in school based meetings
- Parents Evenings

How do we consult students with SEND and involve them in their education?

- The Extended Learning Department gathers the views of students regularly, both formally and informally, during the year. This may be at 'One Plan' reviews, at annual reviews, or at other meetings.
- Students' views are also taken into account through surveys, individual feedback or in group meetings

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

- Impact tracking is completed at set reporting points and adaptations to provision are made in light of these findings.
- Progress and evaluation is reported to the governor with responsibility for SEND.
- An annual report is issued to the governing body

These arrangements include:

- A graduated approach: assess, plan, do, review ('One Plan')
- Data tracking for students' progress
- Support plans and EHCP reviews
- Observations and follow up feedback
- Parent/carer contact as required by student needs

How do we support students with SEND in moving between phases of education and in preparing for adulthood?

We have positive relationships with our primary feeder schools and we work closely with them when a student with SEND transfers to our school:

- The SENDCo contacts feeder primaries via email and may make visits to gather information and observe key students in the classroom environment.

- The SENDCo, and colleagues such as the Head of Year 7, work closely to plan a smooth transition for the new cohort of Year 7s.
- The SENCCo may attend key reviews and annual reviews of students prior to their transfer if relevant.
- Additional transition visits may be organised for Year 6 students and those students transferring through a mid-year admission.
- Students attend two induction days in July.

Post 16 transition:

- Supported visits for students to post-16 providers.
- We work closely with the Preparation for Adulthood Coordinator in Essex who advises students on future courses inline with their interests and ability.
- We work with the IAG (independent advice and guidance service) to also support students with SEND.
- Once a student leaves in Year 11, we keep their SEND records for five years and any exam access information is forwarded to the receiving school/college during the summer term under the correct terms and conditions laid down by JCQ. Files are shredded after this.

What are our approaches to teaching students with SEND?

Provision for students with SEND may include:

- quality first teaching, with appropriate personalisation in place
- extra adult support in classrooms, where appropriate,
- personalised provision through modification of timetables to provide small group or one-to-one support
- personalised provision through adapted spaces such as PLC or within Extended Learning plus additional resources and interventions.
- the allocation of a key worker
- Identifying and assessing individual student's needs.
- Reporting of students' needs to all members of school staff.
- Providing an appropriate curriculum.
- Delivering an appropriate curriculum, taking into account; suitable teaching materials, effective, differentiated teaching strategies, a supportive learning environment and encouragement of a positive self-image.
- Effective collaboration between teachers and LSAs (Learning Support Assistants).

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

The curriculum/learning environment may be adapted as a result of:

- all relevant staff receiving a copy of the student's 'One Plan'
- groupings organised to target specific needs of students
- targeted resources and teaching styles
- access arrangements for tests and examinations

- additional adult support
- provision of specialist equipment for students

How do we support the training of staff, and how do we secure specialist expertise to support students with SEND?

- Staff receive individual and group training on the four broad categories of need in SEND. This includes the associated developmental and learning disorders/disabilities.
- Where needed, we would consider appropriate referrals to other agencies. These may include educational psychologists, speech and language specialists or the school nurse.
- In discussion with parents or carers, we may support a referral made via their GP to access the Child Development Centre for a paediatric appointment.

How do we evaluate the effectiveness of the provision made for students with SEND?

Provision is reviewed through:

- Reviewing students' progress across the curriculum.
- Reviewing students' attendance.
- Reviewing students' 'One Plans'.
- Reviewing students' EHCPs.
- Monitoring students' behaviour and wellbeing.

How do we support improvements in the social and emotional development of students with SEND?

Students are well-supported by:

- Staff who are well-trained in safeguarding and supporting students' pastoral development.
- The effective implementation of an anti-bullying policy.
- A high-quality social, emotional and mental health support team that provides programmes such as team building (including stress and anger management), one-to-one mentoring and targeted support for individual students.
- Close liaison with EWMHS (Emotional Wellbeing and Mental Health Services) and the PLC (Personalised Learning Centre) as part of the range of inclusive support.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of students with SEND and supporting their families?

Our policies that relate to SEND, safeguarding, equalities and welfare make explicit our duty to make referrals or seek advice/support from the local authority and other outside bodies to meet the needs of children with SEND.

What are our arrangements for handling complaints from parents of students with SEND?

Our complaints policy clearly sets out the procedures to follow if you have any concerns. Please see the policies section of the school website for more details.

Information about the Local Authority's local offer for students with SEND

The Essex Local Offer provides a wealth of information for parents of students with SEN, covering a range of enquiries from transport to housing.

<http://www.essexlocaloffer.org.uk>

What is on at half term/holidays for any of your youngsters with SEND?

<http://www.essexlocaloffer.org.uk/?s=&category=activity-days-breaks>

Up and coming events in Essex (updated regularly)

<http://www.essexlocaloffer.org.uk/events>

Contact details of support services for the parents or carers of students with special educational needs

Families in Focus

www.familiesinfocussessex.org.uk

SENDIASS

www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx

Glossary of terms*

ASD: Autistic Spectrum Disorder

SCLN: Speech, Language and Communication Need

ADHD/ADD: Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder

OCD: Obsessive Compulsive Disorder

ODD: Oppositional Defiance Disorder