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SEND Governor	Mrs Sharon Bird

SEND Information Report, 2024-25

Special Educational Needs (SEN) Information Report

Helena Romanes All-through School

Introduction

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEN report on their website and update it when required, at least annually.

The information in this report will provide you with an overview of the level of provision available to a child with Special Educational Needs at Helena Romanes School. Should you have any further enquiries; please contact Mrs Ward – Assistant Headteacher SENCO and Inclusion fward@hrs.education Telephone: 01371 872560

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1) Special Educational Needs (SEN) Provision

At Helena Romanes we believe all students can participate fully in work and life of the school as well as ensuring that all students can achieve to the very best of their ability. High quality teaching is vital for all students and is our first form of support for students with special educational needs. However, we recognise that some students will need additional support, provision and resources in order to ensure they make progress and achieve the outcomes necessary to live a fulfilled, confident and independent life.

Our Aim

- To ensure all students have the opportunity and guidance to access a balanced curriculum, differentiated and personalised in nature and - where appropriate - to providing additional support or resources to remove barriers to learning.
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.
- To ensure that the safety and wellbeing of all students with Special Educational Needs and Disabilities (SEND) is kept to the fore.
- To recognise that SEND students are often more vulnerable than their non-SEND peers to ensure that all SEND students have their needs identified in order to support academic progression and continued wellbeing

We want our students to:

- Have **ambition** for themselves and strive for excellence in all they do
- **Be kind** to one another, show empathy and understand the value of altruism
- Have **respect** for all members of the school, the wider community and for the environment
- Show **resilience**, tackling challenges with determination whilst seeing setbacks as opportunities
- Be **broadminded** and consider different points of view with empathy and understanding
- Be **independent** and know how to organise themselves and manage their learning effectively

2) Legislation & Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities Equality Act 2010, with particular reference to Part 6 "Education"

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools

Categories of SEN provided.

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

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.

3) Students with Special Educational Needs

Information date 02/09/24

	Total in year group at Sept 24	EHCP	School Support	Total EHCP/School Support
Reception	19	1	1	2
Year 1	19	2	3	5
Year 2	16	0	3	3
Year 3/4/5	31	2	7	9

	Total in year group at Sept 24	EHCP	School Support	Total EHCP/School Support
Year 7	208	3	14	15
Year 8	200	1	13	18
Year 9	203	5	10	12
Year 10	246	5	10	12
Year 11	220	0	19	22
Total Years 7-11	1077	14	66	80

Sixth Form	Total in Year group as of Sept 24	EHCP	School Support	Total EHCP/School Support
Year 12	68	0	4	4
Year 13	86	1	10	11

OVERALL TOTAL	Total in all-through school as of Sept 24	EHCP	School Support	Total EHCP/School Support
	1316	20	94	114

4) Identification and Monitoring of Students with Special Educational Needs

Students with special educational needs are monitored by the SENCO and school leaders through the use of progress and interim data. In addition:

- The SENCO makes good use of baseline data – SATs Standardised Scores, CATs scores - to inform planning for all students with special educational needs. Settling in data, Teacher assessment and national assessment results are used to establish areas of need and intervention
- As students' progress through the school, good use is made of the Interim reporting system to monitor students at all levels. Progress meetings with key school personnel after each interim are used to identify areas of need that appropriate interventions are implemented
- Teaching staff are able to raise concerns with the SENCO and the Extended Learning Team through the HRS Dashboard
- As part of Learning and Monitoring Weeks, keyworker (LSAs) will meet with students to monitor progress and ascertain any concerns. Parents are also invited to share their views at this point. Year 7 parents are invited to meet their child's keyworker and SENCO at the initial set up meeting for a Learning Plan.
- Regular feedback opportunities with parents and students – including informal meetings, parent information evenings, meet and greet events - ensure that concerns are raised in a timely manner and that school staff can intervene, where appropriate

A variety of factors are considered when identifying and assessing students with Special Educational Needs. In addition to the above, the following forms of identification may be considered:

- Close liaison with parents on transition to HRS and through each Key stage
- Regular discussions with students and opportunities to raise concerns
- Effective use of primary school progress data
- STAR reader literacy screening tests of all students at the start of Year 7
- Liaison with subject staff, group tutors and Heads of Year
- Liaison with outside agencies and support services where appropriate
- Key Stage 4 screening tests for Access Arrangements

Ensuring accessibility for students with special educational need and disabilities

Helena Romanes School comply with the Equality Act 2010. In addition:

- Reasonable adjustments are made to student timetables to ensure that they can access learning, e.g. specialist teachers are moved to downstairs rooms for students with accessibility concerns
- All students are encouraged to take part in the wider curriculum of the school, e.g. after school clubs and residential trips. No student is excluded from taking part in these activities as a result of special educational needs or disabilities. Medical support is put into place, where necessary
- Some students with SEND can face social challenges. Support is provided for students who can find it difficult to make friends or sustain friendships through targeted work from form tutors and Learning Support Assistants
- All students are expected to demonstrate the values of the school and inclusivity in their interactions with peers. Kindness and acceptance is taught not only through the school values but through PSHE lessons and assemblies.

Reviewing

All students with an Education, Health and care plan, have a Learning Profile which is shared with students and staff and reviewed termly. Students with EHCP also have an Annual Review which is monitored by the Local Authority. These students may receive support in class as well as from external agencies and or other school specialists, depending on the individual need. This may involve outside agencies such as Speech and Language Therapy (SALT), Educational Psychology Service, School Nurse.

Students identified as School support are discussed at weekly vulnerable student panel meetings with the Pastoral Team to ensure the support they receive is sufficient and continuing to have impact.

Provision is reviewed through:

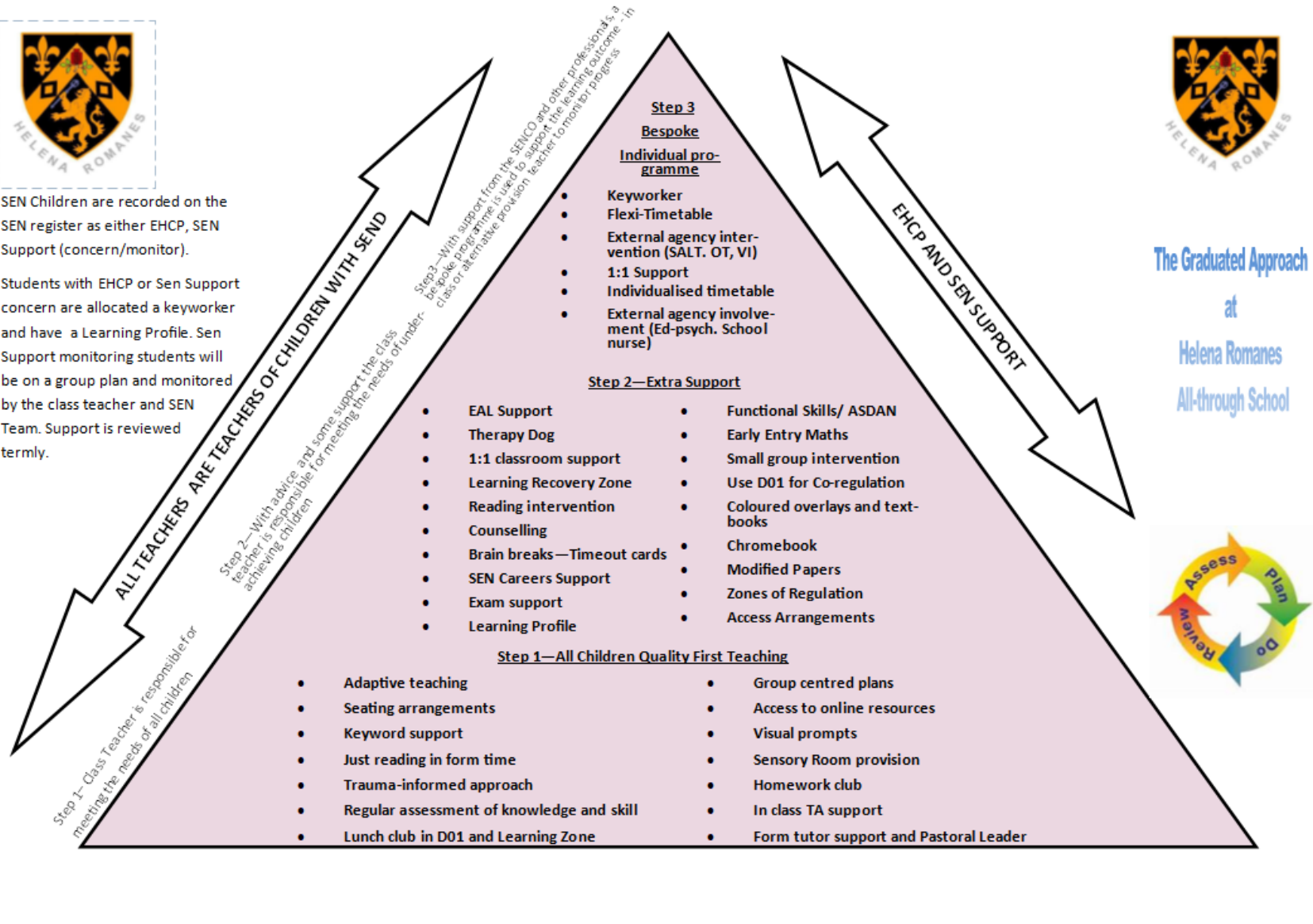
- Reviewing students' progress across the curriculum.
- Reviewing students' attendance.
- Monitoring students' behaviour and wellbeing.

SEN Provision may include:



SEN Children are recorded on the SEN register as either EHCP, SEN Support (concern/monitor).

Students with EHCP or Sen Support concern are allocated a keyworker and have a Learning Profile. Sen Support monitoring students will be on a group plan and monitored by the class teacher and SEN Team. Support is reviewed termly.



5) Admissions and Transition

At Helena Romanes School we value the benefits of a smooth and positive experience for every pupil transferring to our school. We develop strong links with our feeder nursery and primary school to ensure pupils experience a positive transition into our school community.

For any questions about Transition contact Bev Louth our admissions officer on blouth@hrs.education

We commit to pupils and parents feeling secure and prepared to join Helena Romanes School by:

An effective transition programme into reception. This includes:

Working closely with parents and the students' pre-school placement

An individual meeting with a class teacher

A visit to the child's current setting

3 stay and play sessions, one to meet their new class friends and staff, one where they can explore the classroom, while parents have a meeting with the Headteacher and a Teddy Bear's Picnic.

An effective transition programme into Year 7. This includes:

Working closely with local primary schools over time, offering Year 5 and 6 taster days.

Small Primaries transition day, where SEND and anxious students are invited to a small half day event to get to know the Extended Learning Team and the school before the large transition days

We run a two-day induction programme, including an information evening for parents and carers.

Meet the tutor parents' information evening.

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

The SENDCO 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.

An effective transition programme post 16: This includes:

Support with application to post-16 providers including Helena Romanes 6th form.

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 in line with their interests and ability.

We work with the IAG (independent advice and guidance service) to also support students with SEND.

Students identified with SEN can meet the SENCO on transition day in July.

Students with EHCPs will continue to work with a Keyworker.

Students who are on SEN Support and have a Learning Plan will be allocated a keyworker

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.

6) Support and Training for staff

High quality teaching is vital for all students and is our first form of support for students with special educational needs. Continuing Professional Development is provided to ensure that teachers are kept abreast of key strategies for support; supporting students with SEND is a central feature in our current teaching and learning development plan and is a key focus in the school's development plan. Teacher expertise is monitored through learning walk observations, formal lesson observations and Performance Management. Additionally, training the LSAs further has enabled us to offer an adaptive curriculum to meet the needs of all our learners. We offer, where appropriate, a variety of alternative curriculum courses, such as Entry Level Qualifications.

In addition:

The SENDCO also holds the role of Assistant Headteacher. The SENCO although new to post is currently on the NATSEN Programme. Additionally, the SENCO has a qualification in Psychometric Assessment and is level 3 safeguard trained. This ensures that both SEND and safeguarding are given priority.

The Extended Learning Team at Helena Romanes has considerable experience in supporting students with SEND and works closely with the Pastoral Team, Curriculum Leads and Examinations Officer to ensure that communication is clear and that provision is wide reaching.

The extended learning team consists of 13 Learning Support Assistants in both the Primary and Secondary Phase and has a Maths, Science, English, Primary and well-being specialist. In the past year, training has been centred around ASD provision.

7) Working in Partnership

Helena Romanes is committed to working in partnership with students and parents. We believe in a Pupil Centred Approach and are committed to ensuring the need of the student is at the heart of what we do. The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason.

Parents will be informed of their child's progress through the following means:

- Annual Review meetings for identified students (Education, Health and Care Plans)
- Team around the Family style meetings with identified students (TAF)
- One to one discussion with SENCO, classroom teachers and form tutors
- Telephone and email consultations
- Formal Interim Reports

Inter-relationship with other school information:

- The SEN Information Report should be viewed alongside the Special Educational Needs Policy, The Medical Needs Policy and the Accessibility Plan.

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>

Essex SEND Support

<https://www.essexsendiass.co.uk>

