

# **Rossett School SEND Information Report**

## **What kinds of SEND are provided for in our school?**

We currently provide additional and/or different provision for a range of needs, including:

### **Cognition and Learning:**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Examples include: Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD): Dyslexia, Dyscalculia and Dyspraxia (DCD).

### **Communication and Interaction:**

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Examples include: Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Condition (ASC) including Asperger's Syndrome.

### **Social, Emotional and Mental Health:**

Some students may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Examples include: mental health difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD).

### **Sensory and/or Physical:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people will require specialist support and/or equipment to access their learning. Examples include: Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

## **What policies do we have for identifying students with SEND? How do we assess their needs? What is the SENDCo's name and how can I contact them?**

### **Early Identification**

- The early identification and assessment of SEN students is a priority and is the responsibility of the SENDCo.
- Assessment will take place for all students on admission to determine literacy and numeracy levels. These will be used as an integral part of providing baseline data to help in tracking the progress of students. These assessments include Key Stage 2 SATs scores and information from our own MIDYIS testing which takes place during transition.
- Receipt of transition information from the Local Authority.
- Students may have also been identified at primary school. The SENDCo will liaise with relevant primary school Key Workers to ensure that all students on the SEND List have been identified.

- The SENDCo will attend the final Annual Review of students with an EHCP before transition to Rossett and, if possible, other students with significant need to ensure that suitable provision is made for entry at Rossett.
- Subject teachers will make regular assessments of progress for all students and identify those whose progress:
  - Is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the student's previous rate of progress.
  - Fails to close the attainment gap between the student and their peers
  - Widens the attainment gap.
- Subject teachers will pass information to the SENDCo via the SEND Concerns form identifying areas of need for individual students.
- This may include progress in other areas other than attainment, for example, social needs.
- Information will also be gathered from:
  - Learning walks
  - Liaising with parents
  - Issues raised in regular pastoral meetings
  - Liaison with year teams, form tutors and Teaching Assistants
  - Pupil premium interventions
  - A range of standardised assessments to clarify needs carried out by the SENDCo and the HLTA for Literacy
- Rossett operates a student-centred approach to its SEND students meaning that students can self-refer if they are finding aspects of their learning difficult.
- It is important to note that students may receive additional support and interventions as part of whole school provision. However, this alone would not place them on the SEND List. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

### **Key Roles and Responsibilities:**

- The school's SEND Co-ordinator (SENDCo) is Ms Elaine Fazakerley (Postgraduate Certificate in Specific Learning Difficulties) ([efazakerley@rossettschool.co.uk](mailto:efazakerley@rossettschool.co.uk))
- The school's SEND Governor is Mrs Catha McAlistair-Payne.
- Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) play an integral role in the faculty. The placement of HLTAs and TAs will be strategically planned to ensure that the greatest number of students benefit.
- HLTAs and TAs have an active role in all aspects of teaching and learning.

### **The role of the Governing Body**

Responsibilities include:

- Ensuring that provision is of a high standard for SEN students.
- Monitoring data with respect to vulnerable groups.
- Involvement in developing, monitoring and reviewing the SEN policy.
- Challenging SLT through informed questioning.
- Ensuring there is appropriate CPD taking place for all staff with regard to SEN.

The SENDCo will hold regular meetings with the SEND Governor and SEND issues will be discussed by the Governing Body.

### **What arrangements do we have for consulting parents of students with SEND and involving them in their child's education?**

- The school recognises that parents have unique knowledge and understanding of their child's needs and parental views are essential in supporting the school in making the best

provision. We value the support and advice from all parents and aim to work in partnership to ensure the best outcomes for their child.

- Discussions with parents may take place during parents' evenings and in separate discussions with the SENDCo or pastoral teams, on request. These discussions will ensure that:
  - We take into account parents' concerns and work towards solutions;
  - Everyone develops a good understanding of the student's areas of strength and difficulty;
  - Everyone understands the agreed outcomes sought for the student;
  - Everyone is clear on what the next steps are;
  - Notes of discussions are added to the student's record;
  - We notify parents when it is decided that a student will receive SEN support.
- We will also draw parents' attention to available support outside school such as the Special Educational Needs and Disability Advisory Service (SENDIASS) which provides free and impartial information, advice and support for children, young people and young adults (up to 25 years old) with special educational needs and / or disabilities as well as their parents or carers.
- All students receive four reports recording their academic progress throughout the year.
- Parents are invited to Annual Review meetings where students have an Educational, Health and Care plan (EHCP) in accordance with the SEND Code of Practice (2015).

### **What arrangements do we have in place to consult with students with SEND and involve them in their education?**

The school operates a student-centred approach including:

- Gathering student voice and including this on Individual Provision Maps, where appropriate and through the school quality assurance process.
- Inviting students to attend meetings, as appropriate, where their progress is being discussed. Students who have an Education, Health and Care Plan are formally consulted annually and are invited to attend at least part of their Annual Review meeting.

### **What arrangements are in place for assessing and reviewing students' progress towards outcomes?**

- We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



- The subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs drawing on:
  - The teacher's assessment and experience of the student.
  - The student's previous progress, attainment and behaviour.
  - Other teachers' assessments, where relevant
  - The student's development in comparison to their peers and national data.

- The views and experiences of parents
  - The student's own views
  - Advice from external support services, if relevant.
- The SENDCo will scrutinise the results of assessment tests. Students identified as having lower levels of literacy skills will be supported in small workshops in Year 7 & 8 and their progress will be regularly assessed. Students identified as having weaker numeracy skills will be supported in small groups as part of the Maths faculty intervention.
  - The importance of English in all curriculum areas requires that the attainment targets in reading, writing, spelling, handwriting and speaking and listening be a main area of focus.
  - Students with identified needs may qualify for exam access arrangements in internal and external assessments.
  - Success criteria will be determined on an individual basis, dependent on the needs of the student.
  - Reporting is vital to the assessment process and will be used to compile Individual Provision Maps (IPMs).

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the students' progress.

**What are the arrangements for supporting students in moving between phases of education and in preparing for adulthood?**

**Key Stage 2 to Key Stage 3**

- We have a carefully coordinated transition plan for the move between Key Stage 2 and Key Stage 3. We visit every primary school and meet both the students and their teachers. Each primary school is asked to supply both general and any SEND information before the student transfers to Rossett. The students will then visit Rossett in their final term at primary school for two full days. For SEND students additional transition days and visits are arranged according to individual student's needs. During this time, we take great care to ensure that they have a positive experience. We also use this time to gather more information about each individual.
- The special needs information is disseminated to teachers to allow them to make the necessary adjustments for each student upon arrival at the start of the year. This will ensure a positive and happy start for the new students. As we learn more about the students, this initial information will then be updated.
- The SENDCo will attend the Year 6 Annual Review for EHCP students.

**Key Stage 3 to Key Stage 4**

- Care is taken to guide SEND students through the options process. The SENDCo liaises with the Deputy Headteacher responsible for curriculum to ensure that SEND students are placed on the most suitable pathway in order for them to achieve their maximum outcomes. The SENDCo is available for consultation at the Year 8 options evening held in January if parents and students wish to discuss any concerns.

**Key Stage 4 to Key Stage 5**

- Where SEND students are moving to the school's sixth form, the SENDCo liaises closely with the Director of Sixth Form and the sixth form team regarding any specific learning needs.

- Where students are transferring to another post-16 setting, the SENDCo liaises with the professionals and providers at these settings to make the transition as smooth as possible.

## **Careers**

- We recognise that support for students preparing for adulthood involves specific careers advice and opportunities for SEND students to engage as early as possible in this process. The SENDCo liaises with the school's Careers Advisor in identifying SEND students who may need additional careers advice. This may include passing on information about individual student's strengths and aspirations.

## **What is our approach to teaching students with SEND?**

### **Provision at Rossett School**

- Students who have significant needs, will be placed on a Special Educational Needs list. Students not on this list, but still requiring some additional support or modifications will be placed on an Additional Needs list. This support can either be on a temporary or a permanent basis, dependent upon individual need.
- A record will be kept of interventions received and the outcomes. If the required progress is made, then the student will be removed from the list(s) but his/her progress will continue to be monitored.
- A small percentage of students may be identified as requiring highly specialised support and they may require an Education Health and Care plan (EHCP). This plan will form a coordinated support package between Education, Health and Social Services.
- The annual SEND Spotlight, lesson observations and work scrutiny ensure the monitoring of SEND provision throughout the school.

### **How is SEND provision organised?**

- High quality teaching is our first step in responding to students who have SEND. Teachers are responsible and accountable for the progress and development of all students in their class.
- Our inclusive approach is based around the premise that any additional needs of students are, as much as possible, met in mainstream lessons with the other students.
- An individualised approach is adopted by the teaching staff at Rossett. This means that the needs of students may be met in different ways. Teachers are trained to make suitable adjustments in both assessment of learning and delivery of lessons.
- All students with SEND have an IPM giving details of the student's SEND and strategies to support their learning in the mainstream classroom. Student voice is included on the IPM wherever possible.

## **What adaptations are made to the curriculum and the learning environment of students and young people with SEND?**

It is important when meeting individual need in the lesson that students with additional or special needs are not specifically highlighted as such to others. Teachers at Rossett understand that some students will approach a task one way, whilst others may address a similar task in a different way. Such strategies may include:

- Alternative ways of recording work (use of iPads for example);
- Differentiated tasks (varying in degrees of challenge);
- Teacher adaptation of the curriculum to ensure access to learning for every student in the class.
- A variation in the degree of support for an individual learner;
- Targeted use of additional adults;

- Breaking tasks down into smaller chunks;
- Seating plans to incorporate effective peer learning;
- Writing frames;
- Pre-teaching of key vocabulary;
- Extra time to process information;
- Opportunities for scaffolded learning e.g. writing frames and task sheets;
- Adapted handwriting pens;
- Coloured overlays.

In addition, The SENDCo will provide the teachers with relevant and up to date information regarding individual students in the IPM. This document includes information about the needs of the student and recommended strategies which will allow teachers to meet these needs in the lessons. Any updates to this document will be sent out to teachers in a regular SEND Bulletin.

### **Support for targeted groups of students:**

Some students may require more personalised provision, where appropriate, through targeted interventions. Often a student may just require a “boost” and once they are on track, the intervention will end. Some students will require support in some areas for their whole school career.

### **Interventions available at Rossett include:**

#### **Cognition and Learning:**

- Literacy Workshops in Year 7 and Year 8
- Paired Reading
- Inference Training
- Units of Sound spelling intervention
- Handwriting Intervention
- Lexia reading
- Phonic reading scheme
- High-interest / low literacy reading books
- Coloured overlays
- Adapted handwriting equipment e.g. adapted pens and paper
- Homework Support
- Numeracy Intervention
- In-class support from Teaching Assistants
- 1:1 literacy support for exceptionally high-needs students
- Exam access arrangements
- Support with self-organisation
- Year 6-7 additional transition support.

#### **Communication and Interaction:**

- Nurture Group for Year 7
- Access to SEND for alternative areas for social times
- Social Skills Groups
- Friendship Groups
- Lego Therapy
- Exam access arrangements
- Visual timetables
- Social stories
- ‘Time-Out’ cards for SEND area
- Breakfast Club
- Year 6-7 additional transition support.

### **Social, Emotional and Mental Health Needs:**

- Nurture Group for Year 7
- Emotional Management
- JustB
- Compass Buzz
- Exam access arrangements
- 'Time-Out' cards for SEND area
- Sixth-form listeners
- Breakfast Club
- Year 6-7 additional transition support
- Flexible timetables
- Pastoral team support
- Anti-bullying support.

### **Sensory and/or Physical:**

- Handwriting intervention
- Multi-Skills group in PE
- Adapted handwriting equipment e.g. adapted pens and paper
- Exam access arrangements
- Keyboard skills
- Assistive technology
- Year 6-7 additional transition support.

Some of these interventions take place during the school day, some at break-times and after school to minimise disruption to learning.

### **The Bridge**

The Bridge is Rossett's own inclusion area. It is an alternative learning area for students who, for whatever reason, are struggling in mainstream lessons. Some student may access the Bridge at regular times in the week over an extended period, whilst other students may follow a shorter more intensive programme. This provision is always seen as temporary, and students are returned to the mainstream lessons as quickly as possible. The Bridge is staffed by Higher Level Teaching Assistants (HLTAs) They are multi-skilled and are able to deliver traditional lessons as well as specialist interventions in the following areas.

- Visual Impairment.
- EAL (English as an Additional Language)
- Behaviour Management.
- Social Skills groups
- Anger Management interventions
- Prince's Trust Vocational Qualifications.

### **Will my child receive support in their exams?**

Access arrangements are pre-examination adjustments for candidates based on evidence of need and their normal way of working. This normal way of working should be firmly established and practised by staff and students in classroom conditions. Many of these arrangements require prior JCQ awarding body approval. There are a number of support arrangements available to students needing reasonable adjustments in exams. These include:

- Reader
- Electronic Scribe
- Extra time
- Word Processor
- Rest breaks
- Prompter

If we feel a student requires special consideration in this area, specific evidence in the form of formalised tests must be gathered and application is made to the exam board.

**What sort of expertise and training of staff do we have in school? How do we ensure that the expertise and training of staff to support students with SEND is current? How do we access and secure further specialist expertise?**

The school has a commitment to staff development in SEND to ensure that both teachers and support staff effectively meet the needs of students:

- Staff have a high level of expertise and specialist training. The SENDCo has a Postgraduate Certificate in Specific Learning Difficulties and is qualified to assess for exam access arrangements.
- The HLTAs and TAs have also undertaken specialist training in a range of areas relating to SEND.
- The SENDCo supports all subject areas in removing barriers to learning by organising appropriate CPD training.
- Training is provided internally, but also from external agencies.
- The SENDCo distributes any resources to all faculties relating to SEND.
- Additional expertise can be sought via the North Yorkshire Inclusive Education Service.

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

**Monitoring the provision**

- Effective monitoring and evaluation of the SEN provision is dependent on the maintenance of up-to-date records. We follow the **assess, plan, do and review** model of SEND support from the SEND Code of Practice (2015).
- The SEND faculty itself undergoes an annual Spotlight quality assurance process conducted by the Senior Leadership Team and, occasionally, external observers.

The following criteria are used to monitor the provision:

**Parents**

- Parental contributions to the review process;
- Parental comments during the Annual Reviews of EHCP students.

**Students**

- Annual Reviews for students with EHCPs;
- A student-centred approach to monitoring provision through the collection of student voice;
- Meeting targets regarding improvement in reading and spelling ages;
- Student achievement in external examinations;
- Number of SEND students who pursue courses at 16+;
- Number of SEND students gaining employment.

**Staff**

- Continued monitoring of interventions made by the SENDCo;
- SEND issues being discussed at Middle Management meetings;
- Continued school support for the provision of Teaching Assistants;
- The use of effective support strategies in the classroom;
- Review the impact of interventions.



### **How are SEND students enabled to engage in school activities?**

- All of our co-curricular activities and school visits are available to all our students, including our before and after-school clubs and activities. Please refer to our co-curricular programme on the school website.
- All students are encouraged to go on our residential trips.
- All students are encouraged to take part in activities such as sports days, school productions, special workshops and events.
- No student is ever excluded from taking part in these activities because of their SEND.

### **How do we support students with SEND to improve their emotional and social development?**

We have a range of interventions (listed above) designed to support students with their emotional and social development.

In addition to these:

- The school has a range of pastoral staff available to support students including Student Support Officers and Directors of Learning for each year group.
- The SEND area in the Sealby block operates a quieter area for those vulnerable students at break or lunchtime
- There are regular meetings between the members of the Senior Leadership Team, the pastoral team and the SENDCo to discuss individual students' needs.
- The support service JustB offers support for students with emotional needs
- A Breakfast Club operates every morning for Pupil Premium students
- We offer a Nurture Group for Year 7 students with particular social and emotional difficulties, which can create barriers to learning and positive social behaviours.
- We have a zero-tolerance approach to bullying. Anti-bullying messages are regularly addressed as part of the school's PSHEE programme.

### **How do we involve external agencies in meeting SEND students' needs and supporting their families?**

Most needs can be catered for within school, however if external support is required there are a number of agencies we can work with. These include the North Yorkshire Inclusive Education Service (IES) specialist support and provision such as:

- Cognition and Learning (based at Rossett);
- Communication and Interaction;
- Social, Emotional and Mental Health;
- Sensory and Physical/Medical;
- Educational Psychologist.

Other agencies we can call upon include:

- Healthy Child Team;
- Compass Buzz;
- JustB;
- Child and Adolescent Mental Health Service CAMHS;
- Early Help Service (formerly Prevention);
- Virtual Schools to support Looked After Children;
- Speech and Language support.

### **EMS SpLD**

Rossett is an Enhanced Mainstream School specialising in Cognition and Learning and supports 87 Primary and Secondary schools in the wider Harrogate area. Support is delivered primarily through the specialist outreach team but also through Rossett becoming a centre of excellence in how to provide for the needs of students with dyslexia, dyspraxia (or Developmental Coordination Disorder, DCD) and dyscalculia in a typical mainstream school

context. The focus is firmly on whole class teaching and learning. In cases where specialist input is required for students at Rossett School, the EMS team supports the Access and Inclusion department in a similar way to how it supports other schools. There is support through assessment and needs analysis, which then leads on to modelling, coaching and quality assuring of changes to provision.

### **What are the arrangements for handling complaints from parents and carers of students with SEND about the provision made at school?**

Parents/carers who require advice, or wish to express some concerns should contact the school's SENDCo who will endeavour to resolve any difficulties. If the matter remains unresolved parents/carers should request a meeting with the Headteacher. If parents/carers are still concerned then contact can be made with the Chair of Governors.

### **Support services for parents / carers of students with SEND.**

The SEND information, advice and support service (SENDIASS) provides free and impartial advice and support for parents/carers of students with SEND or ask for help with finding resources and services locally and nationally.

#### **North Yorkshire:**

SENDIASS North Yorkshire advice line – 01609 536923  
Email: [info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org)

The advice service is open:

During term time Monday to Friday 9.30am to 1pm.  
During school holidays Tuesday and Thursday 9.30am to 1pm

#### **Leeds:**

SENDIASS Leeds advice line – 0113 378 5020

The advice service is open Monday to Friday, 10.00am to 3pm.

Leeds SENDIASS  
Technorth  
9 Harrogate Road  
Chapel Allerton  
Leeds  
LS7 2NB

#### **Accessing the Local Offer:**

<https://www.northyorks.gov.uk/send-local-offer>

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>