

## **Rossington All Saints Academy**

### **Brief description of the school**

Rossington All Saints Academy is a secondary school which includes students in KS3, KS4 and KS5. The vision of the academy is to provide the opportunity for every student to thrive and reach their potential.

### **How we identify if your child may need additional help and/or has special educational needs (SEN)**

There are a number of assessment methods utilised by the academy to accurately identify and assess student's needs. During the Y6 transition process the academy's SENCO meets with SENCO from the feeder schools and attends review meetings in Y6 to gather information and meet the student and parents/carers. In addition the academy carries out the following assessments; dyslexia screening tests as well as reading and spelling tests. The reading and spelling tests take place in Y6 prior to the students entering the academy. To identify those students who may require additional literacy support. If teaching staff have concerns regarding a student, they inform the SENCO immediately to initiate further action.

The academy also regularly utilises services provided by outside agencies such as CAMHS, educational psychologists, ASCETS as well as the hearing and visual impairment teams. As a result student's needs are identified accurately and are continually assessed to ensure support is specific. All of the information regarding the academy's SEND policy is available on the website.

### **How we involve parents and carers in meeting the needs of their child and in whole school developments**

Clear systems are in place to ensure that the parents/carers of children with SEND are regularly consulted and therefore actively involved in their child's education. Review meetings are held in response to statutory requirements, which include the student, parents/carers, academy staff and outside agencies where appropriate. Parents/carers are encouraged to complete a questionnaire prior to attending the meeting to outline their views. Parents/carers are encouraged to contribute towards the decision making processes at each meeting. In addition regular letters and phone calls home are made when necessary to ensure parents/carers are fully aware of what is happening in school regarding intervention strategies, support and student progress.

In addition, regular parent's evenings are held across the academy for students in all year groups. They either have a pastoral or subject specific focus. Parents/carers are encouraged to attend in order to review current attainment and progress and be involved in target setting for further development with members of staff. This information is also presented and discussed at SEND review meetings.

### **How we will involve your child in the planning and review of their support**

Students with SEND have a number of opportunities to be involved in their education. They are encouraged to attend review meetings and they also complete a student friendly questionnaire prior to the meeting to gather their thoughts and opinions. Students are encouraged to have an input into their statutory review meetings through identifying their strengths, areas for development and suggesting how improvements can be implemented. This can either be from a pastoral or academic point of view. They are also encouraged to have a similar input into

parents evening when discussing attainment and progress with subject staff as well as pastoral support.

Each student within the academy has an individual learning plan (ILP) which is completed with their form tutor. The aim of the ILP is to identify areas of strength and development as well as setting goals for improvement. This can also be from a pastoral or academic point of view. This information is then shared with subject staff and parents/carers at parents evening. ILPs are regularly reviewed and updated.

### **How we match the curriculum, teaching and learning approaches if your child has SEN**

An inclusive approach to teaching and learning is promoted across the academy, through a variety of different methods. Staff at the academy, regularly take part in CPD sessions which focus on different aspects of teaching and learning such as differentiation and assessment for learning as well as sharing good practice to ensure students receive high quality provision. The SENCO ensures that all staff have the relevant information in regards to SEND students, including practical classroom strategies. This information is presented in the form of an accurate SEND register which includes information regarding each students SEND status alongside PEN portraits. PEN portraits include information from the student, learning facilitator (LF), teachers and parents/carers to ensure that each student is appropriately supported in their learning through focused classroom strategies. This information is stored centrally and is regularly updated when appropriate, usually after review meetings. In addition SEND students receive effective LF support in lessons.

The SEND department also deliver effective interventions for students diagnosed with dyslexia through the Nessy programme and literacy through a number of different strategies such as corrective reading and Successmaker spelling. Data such as students spelling and reading ages are also shared with the whole staff, to facilitate appropriate provision in lessons. This delivery is focused on developing student's skills as well as linking those skills with other subjects on the curriculum. The success of these interventions relies on a collaborative approach between the members of staff delivering the interventions, subject staff across the academy and parents/carers.

### **How we provide additional support if your child has learning needs**

Support for students is personalised and specific to their learning needs. For example; students with a diagnosis of dyslexia will receive additional small group support on a weekly basis. Other students may require the support of an LF in the classroom. In addition access arrangements are organised for students in consultation with outside agencies for those students who require additional support for examinations.

Specific staff training regarding SEND is delivered and focuses on areas such as ADHD, Autism, Attachment Disorder, Epilepsy and Dyslexia often with the support of outside agencies. This provides staff with additional knowledge of how to support students across the curriculum. Furthermore, four of the LF team have completed specific autism training and share their knowledge in this area through their input into students PEN portraits and workshops with teaching staff, as well as during lessons.

In addition academy staff take part, contributes to or delivers a range of CPD sessions. These sessions focus on developing teaching and learning across the academy, focusing on areas such as differentiation and assessment for learning, to

ensure each student's needs are met. Good practice is shared and developed at such sessions to develop consistency across the curriculum areas.

### **How we provide additional support if your child has social and communication needs**

The SENCO holds regular review meetings in line with each SEND students review meeting schedule. Students, parents/carers, LFs as well as representatives from outside agencies are invited and encouraged to attend the meetings. The meetings focus on each student's strengths and areas for development as well as discussing appropriate strategies for further intervention and support.

Outside agencies such as the Educational Psychology Team, School nurse; Autism Team, CAMHS, Social care and IFSS (Integrated Family Support Services) are contacted where appropriate for specific students, based on their area of need. At each stage parents/carers and students are consulted.

### **How we provide additional support if your child has physical, sensory and/or medical needs**

The SENCO holds regular review meetings in line with each SEND students review meeting schedule. Students, parents/carers, LFs as well as outside agencies are invited and encouraged to attend the meetings. The meetings focus on each student's strengths and areas for development as well as discussing appropriate plans for further intervention. Outside agencies such as the Educational Psychology Team, School nurse; Autism Team, CAMHS, Social care and IFSS (Integrated Family Support Services) are contacted where appropriate for specific students, based on their area of need. At each stage parents/carers and students are consulted.

### **How we provide help to support your child's emotional health and well being**

The academy provides holistic care and guidance and social development through the pastoral system as well as through teaching and learning. Each student within the academy is assigned a form tutor and each tutor group belongs to a house, which a house director oversees. Each tutor group within the house is vertical and therefore contains students from each year group, to develop social interactions. In addition to this system the SEND department also provide support for students with SEND for example the life skills club which is run on a weekly basis by LFs. Also, SEND students have access to the Stephen Wiltshire room at break and lunch time. This is a quiet space, supported by the LFs where students can take part in a number of activities, which will enhance their social skills through taking part in board games in order to facilitate effective collaborative work. Students also have access to a learning mentor if required.

There is also a clear climate for learning which includes both rewards and sanctions. All students and staff at the academy are fully aware of the climate for learning and it is used to promote positive attitudes and behaviour. Also, within the academy there is a peer support system in place where students are encouraged to work with different year groups to form a student council, there are also student beat bullying mentors. Additionally, a number of key stage 4 and 5 students work with year 7 and 8 students to develop their literacy skills, through the paired reading initiative.

### **How we promote developing independence**

The SEND department provides students with the opportunity to develop their independence in a number of ways. This often starts during the transition process in

Y6, working with the primary schools and parents/carers in preparing students for the transition into secondary school for example walking the route to school. Other methods include utilising self-start strategies in lessons as well as providing support such as travel training if required with the support of the local authority.

Furthermore, the SEND department run a number of trips/visits to provide students with the opportunity to develop skills such as independence and communication.

Furthermore, across the curriculum students are encouraged to and supported in taking responsibility for their own learning during lessons. Students are encouraged to complete equipment checks, lead activities during the lesson, self-assess and select their own tasks/extension tasks in lessons.

In addition, student independence is promoted within the academy through providing students with an opportunity to adopt a range of different roles such as form, house, vice and sports captain. These roles provide students with the opportunity to organise and run a range of activities which support the pastoral system.

### **How we measure and review your child's progress against their targets and longer term outcomes**

As previously stated regular review meetings are held in line with statutory requirements. Both parents/carers, students and outside agencies are encouraged to contribute to the review meetings. Review meetings are informed and supported by the following pieces of information; whole school data capture which happens once per half term, student ILPs and feedback from academy staff and LFs in regards to attitude/behaviour/attendance. In addition, where necessary outside agencies such as the educational psychology team, ASCETS and CAMHs are involved in the process of assessment and review.

Furthermore, within the academy students who are accessing additional support for literacy or dyslexia, complete re - testing procedures in order to track progress and decide on alternative provision if necessary. This information is then shared with students, parents/carers and academy staff through either review meetings or parent's evenings.

### **How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND**

Numerous strategies are utilised by the academy to ensure students with SEND can access a broad and balanced curriculum. As previously outlined each member of staff has access to accurate resources such as the SEND register and PEN portraits as well as information gathered from CPD sessions to inform their planning. The academy is also a cream paper school, to help students read the information from worksheets with greater efficiency. Some students also require 'fiddle objects' or 'movement breaks' and this is supported by academy staff. Effective LF support is also in place to support students across the curriculum.

SEND students also have access to the Stephen Wiltshire room at break and lunchtimes, where LFs plan and deliver a programme of activities. The activities are student focused and include work around developing social skills such as collaboration and how students can apply these skills into different subject areas. This work is reviewed by the SEND department at SEND department meetings.

### **How we include children with SEND in the life of our school**

Each SEND student is part of a vertical tutor group within the house system. They have the opportunity to run for form, house and sports captain. All SEND students access a broad and balanced curriculum with the support of teaching staff and LF's. They receive advice in regards to their qualifications and career aspirations in line with their peers from the careers advisors who are based at the academy. SEND students also have the opportunity to attend trips/visits as well as extra-curricular activities alongside their peers such as science club and representing the academy at sporting fixtures for example.

SEND students have access to the Stephen Wiltshire room at break and lunchtimes, where LFs plan and deliver a programme of activities. The activities are student focused and include work around developing social skills such as collaboration, communication, independent thinking and how students can apply these skills into different subject areas across the curriculum.

### **How we ensure that all our staff are trained and supported to meet a wide range of children's needs**

Staff at the academy regularly take part in CPD sessions which focus on different aspects of teaching and learning such as differentiation, assessment for learning, effective use of LF'S as well as sharing good practice to ensure students receive high quality provision. The SENCO also ensures specific training in regards to SEND is delivered. Previous CPD sessions have focused on areas such as ADHD, Autism, Attachment Disorder and Epilepsy. This has previously been delivered by professionals from outside agencies.

The SENCO also ensures that all staff have the relevant information in regards to SEND students, including practical classroom strategies. This information is presented in the form of an accurate SEND register which includes information regarding each students SEND status alongside PEN portraits. PEN portraits include information from the student, LF, teachers and parents/carers to ensure that each student is appropriately supported in their learning through focused classroom strategies. This information is stored centrally and is regularly updated when appropriate, for example after review meetings. Furthermore, students form tutors and house directors are invited to attend annual review meetings.

### **External support and expertise we can call upon to help us to meet children's needs**

Outside agencies such as the Educational Psychology Team, School nurse; Autism Team (ASCETS), CAMHS, Social Care and IFSS (Integrated Family Support Services) and the hearing and visual impairment team are contacted where appropriate for specific students, based on their area of need. At each stage parents/carers and students are consulted.

### **How we prepare children to join our school**

Firstly, the SENCO meets with staff from the school the student is transitioning from, in order to gather information about the student and to discuss strategies for meeting their needs. This often forms the starting point of the PEN portrait. Secondly, a personalised transition plan will be designed and put into place to ensure it is a smooth transition. This plan will be specific to the student and will be out into place before they join the academy. This plan will be utilised in stages and monitored to make sure that it is appropriate for the student, however often includes activities such as a tour of the academy, observing lesson changeover, observing break/lunchtimes and attending form learning time/a lesson to ensure the student can gain an overview of our school environment. We encourage parents/key

workers from the student's previous school to attend, as this presents an opportunity to ask questions and meet staff.

### How we prepare children to move on from our school

Throughout key stage 4 students have regular meetings with the careers advisor to discuss post 16 options and career pathways. As a result in key stage 4 the SENCO invites the academies careers advisor to the annual review meetings. Once a pathway has been established the school will meet with the school/college which the student is moving onto to disseminate information and discuss strategies that are currently in place which meet the student's needs. We encourage parents/carers and students to visit the new provision regularly to familiarise themselves with the environment including the staff and students. Together we then organise a transition plan which is specific to the student.

### How we deploy our resources to meet the needs of children with SEND

Over the course of the academic year, academy staff takes part, contributes to or delivers a range of CPD sessions. These sessions focus on developing teaching and learning across the academy, centring on areas such as differentiation and assessment for learning, to ensure each student's needs are met. Good practice is shared and developed at such sessions to develop consistency across the curriculum areas. Furthermore, specific training in regards to SEND is delivered and focuses on areas such as ADHD, autism, attachment disorder. At present 4 LFs at the academy have completed specific autism training and share their knowledge in this area through their input into students PEN portraits and workshops with teaching staff, as well as during lessons. Where appropriate LFs are also attached to the class to support students in their learning.

The SEND department also deliver effective interventions for students diagnosed with dyslexia through the Nessy programme and literacy through a number of different strategies such as corrective reading and successmaker spelling. Data such as students spelling and reading ages are also shared with the whole staff, to facilitate appropriate provision in lessons. This delivery is focused on developing student's skills as well as linking those skills with other subjects on the curriculum. The success of these interventions relies on a collaborative approach between the members of staff delivering the interventions and subject staff across the academy.

Outside agencies such as the Educational Psychology Team, School nurse; Autism Team (ASSETS), CAMHS, Social Care and IFSS (Integrated Family Support Services) are contacted where appropriate for specific students, based on their area of need. At each stage parents/carers and students are involved.

### Contacts for more information

**Head teacher/ Principal:** Jamie Lawler

**Chair of Governing Body:** Jayne Boaler

**Address:** Bond Street, Rossington, DN11 0BZ

**Telephone:** 01302 868414

**Email:** [dawsh@theallsaints.net](mailto:dawsh@theallsaints.net)

**Website:** [www.theallsaints.net](http://www.theallsaints.net)

**SEND Policies and SEN Information Report link(s):**

[http://www.theallsaints.net/SEN\\_Information\\_Report](http://www.theallsaints.net/SEN_Information_Report)

<http://www.theallsaints.net/SEND>

