



SEN Information Report 2020

Overview

This aim of this document is to outline how the school will endeavour to support learners with special educational needs and/or disabilities (SEND). It will also outline the type of provision available to support students with SEND. It provides further information on how the school will implement its SEND policy. It also explains the roles and responsibilities for everyone involved in supports students with SEND. This is review annually and it is submitted to the governing board annually alongside the SEND policy.

It has been produced with regard to the Leeds 'Local offer' (a link to this is published on the school website), which sets out what all schools in the local authority should provide, as well as the SEN and Disability (SEND) Code of Practice and advice from the Department for Education. This information report is based upon the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information report.

This document is intended to be a practical, user-friendly guide to explain how we identify need, deliver and review our provision for students with SEND at Royds School.

August 2020

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1. Key Named Contacts Within the School and What to Do If You Have a Question or a Concern

The school planner is the first line of communication between home and school. If you have any questions or want to discuss your child's general welfare in and around school, then in the first instance, please contact the relevant Learning Manager. For academic enquiries, contact the Progress Director:

Year	Progress Director	Pastoral Leader	Learning Manager	Email Address
7	Mrs Booth	Miss Rankine (+Y6)	Mrs Long	jlong@roydsschool.org
8		Miss O'Connor	Mrs Hartley	rhartley@roydsschool.org
9			Mr Medlam	amedlam@roydsschool.org
10	Mrs Townend	Mr Carolan	Miss Longhorn	llonghorn@roydsschool.org
11			Mr Mills	wmills@roydsschool.org

If you have any questions/queries you want to discuss specific to learning support, interventions attainment and progress, then please contact a member of our dedicated inclusion team:

Role	Name	Email Address
Senior Leadership Link Headteacher	Mrs Robbins	crobbins@roydsschool.org
Special Education Needs Coordinator (SENDCo)	Mrs Donkin	bdonkin@roydsschool.org
Deputy Special Educational Needs Coordinator (SENDCo)	Mr Williams	cwilliams@roydsschool.org
Additional Needs Leader	Mr Wright	Jwright@roydsschool.org
Haven Manager	Mrs Baker	mbaker@roydsschool.org
Inclusion Manager	Mrs Perry-Wrighton	gperry-wrighton@roydsschool.org

If you have any questions or want to discuss family or medical support then please contact a member of our wider inclusion team:

Role	Name	Email Address
Family Support Worker	Mrs Arnold	darnold@roydsschool.org
Senior Child Protection Officer	Mrs Fear	rfear@roydsschool.org
Medical and Welfare Officer	Mrs Mullan	smullan@roydsschool.org

The allocated Governor for SEND is Mrs S Bray (sbray@roydsschool.org)

We endeavour to resolve all questions, queries and concerns informally, but should you wish to make a complaint please refer to the complaints policy which is published on our website. Any

complaint will be dealt with initially by the SEND staff and referred to the senior leadership team, if appropriate, for further investigation and action. In more complex cases we will always benchmark the quality of our provision by taking external advice from the Local Authority and through consulting with partner schools in the Red Kite Alliance.

2. Our Approach to Teaching Learners with SEND

Thank you for choosing Royds School as the place where your child will learn and begin to shape their bright future. Royds will be the place where their skills are developed and new talents are discovered; we will never lose sight of that. We know we have such an important role in the lives of your children and a huge responsibility to you as parents and carers.

We have set high standards of behaviour at Royds. Every student should have the chance to learn without disruption or distraction and we expect our students to represent the school with pride in the local community. We have structured our school day so that students will feel safe and are able to learn in a happy and calm environment.

Our innovative curriculum and committed approach to teaching and learning gives every child the best chance to succeed and achieve their aspirations.

a. Inclusion Statement

Royds School is proud of its inclusive ethos and we work in partnership with learners, parents and other agencies to provide the best possible educational outcomes for our students. We are an inclusive school and believe that all young people should be valued as individuals and treated with respect. As a school community, we endeavour to ensure that the provision for all our learners is of the highest possible standard, whilst acknowledging that we will always need to continue to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers and are working to achieve this in a variety of different ways as outlined in our 'Local Offer' below.

At Royds we believe that:

- All students are entitled to be valued equally, be respected as individuals and be included regardless of abilities, needs and behaviours
- All students are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet the individual needs of students
- All of our teachers are teachers of children with SEND.
- All of our students are able to make progress and learn
- Effective assessment and provision for children with SEND will be secured in partnership with parents/carers, students, Local Authority and other partners
- Maintaining young people's safety and wellbeing is central to their development

Staff have high expectations of students with SEND, providing appropriate learning and teaching activities within a supportive pastoral framework. We aspire to nurture in our students' high expectations, self-confidence and ambition which allows them to achieve and attain. In partnership with families and the wider community we aim to celebrate their successes and to foster their development, so they are independent learners and responsible citizens.

b. What is meant by a 'graduated approach' when meeting the needs of students?

Following the SEND Code of Practice, Royds School uses a graduated approach to meet the needs of students with SEND. Up to 20% of children and young people have SEND at some stage in their time in school; only around 2% have SEND which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact and help to remove the barriers to their learning. With these changes in place they are soon able to catch up with their peers and make the expected levels of progress. We call this 'differentiating the curriculum'. Your child's subject teachers will be doing this on a daily basis through what is known as 'Quality First, Wave One Teaching' in order to ensure that all the students in the class can make the most of the learning experiences presented.

At Royds, all staff have seating plans for all classes/students, where strategies are identified as appropriate to support students learning. These seating plans are checked as part of our quality assurance process. Learners on the SEND register (these will be students in receipt of Wave 2 provision) also have student profiles. These contain contributions of the students and help to inform staff what is important 'to' and 'for' the learner as well as specific targets students may be working towards. The aim of these plans are to ensure any barriers to learning are diminished as a result of strategies put in place. Plans for each learner are reviewed after each data collection (three times a year). Plans are then adjusted as appropriate in order to best support each individual.

c. What does a 'graduated response' look like at Royds?

Each teacher has the responsibility to meet the needs of all the students in their class, with the Head of Department having overall accountability for all the performance of all learners in their respective subject area. For some students 'differentiating the curriculum' through effective lesson planning may not be enough to enable them to make adequate progress. They may require interventions which are 'additional to and different from' that which are normally provided for all students. If a student requires this kind of support the school will monitor them according to the SEND Code of Practice. You will be kept informed of any additional support your child is receiving. Where strategies used by teachers and subject leaders are not having an impact on your child's progress, your child will receive further small group interventions alongside other students with similar needs – this is called 'wave two intervention' and is generally delivered by a member of the Outreach Team. Any interventions will be carefully targeted to address the student's needs/gaps in learning and progress will be closely monitored and evaluated. If no progress is made, sometimes it may then be necessary to provide even more bespoke personalised intervention with specific 1:1 support – this is known as 'wave 3 intervention' and once again this will be planned, delivered and evaluated on a short-term cycle.

Regardless of the wave of provision, our aim is to provide a calm, safe, caring and purposeful environment where everyone is valued and respected equally. We work hard to provide an inclusive education, encouraging the development of academic skills, social skills, life skills, respect for self and others and the ability to be an independent learner.

3. SEN: An Overview

a. What is a Special Educational Need?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act) (SEND Code of Practice 2015).

b. What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties such as dyslexia; speech, language and communication impairments; sensory impairments such as visual or hearing impairments; autistic spectrum disorder; Asperger's syndrome and medical conditions including epilepsy, diabetes and more severe forms of asthma and eczema. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

c. What are the broad areas of Educational Need?

There are four broad areas of need, as identified in the SEND Code of Practice:

- **Communication and interaction:** including autism and speech and language difficulties.
- **Cognition and learning:** where students learn at a slower pace than their peers even with appropriate differentiation. This may be subject specific or across a range of subjects. Learning difficulties include developmental delay and specific (SpLD) or moderate (MLD) learning difficulties as well as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** including challenging, disruptive or disturbing behaviours such as anxiety, self-harm, substance abuse, eating disorders, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

4. Arrangements for Supporting Pupils Moving Between Phases of Education and Preparing for Adulthood

a. How does the school support transition for children with SEN/D?

At Royds, we have a dedicated transition team led by Miss Rankine (Pastoral Leader for Years 6 and 7), who visits **all** students in primary schools prior to the transition week at the end of Year 6. In partnership with feeder schools the school identifies students with SEND, before they start in Year 7. For some students this process may begin in Year 5. The SENDCo makes contact with either parents or the primary SENDCo to confirm a child's SEND status. This is then followed up with visits to primary schools, attendance at Early Help, EHCP meetings and other meetings as appropriate.

Additional transition visits are organised for students who are deemed vulnerable or anxious about the move to secondary school. In this time, students meet key staff, experience lunch in the school canteen and start to find their way around the school site. Our annual open evening is held in late

September/early October. We would encourage parents to visit us as early as possible (Year 4/5) so we can start to build relationships to ensure transition is a smooth process for all stakeholders. We often find and appreciate that parents/carers are more anxious than the learner themselves as transition nears; we pride ourselves on communication and pastoral care. Please see the school website for communication with parents via social media during transition this year.

The school also carries out baseline reading and spelling tests at the start of Year 7 to ensure additional needs are identified upon transition if they have not been identified up to that point. This allows us tailor support further and ensure students can make a positive transition to secondary school.

b. How does the school support transition into Key Stage 4, Post 16 and beyond?

The Outreach team work closely with the pastoral team and form tutors to ensure that transition from year to year and between Key Stages is carefully planned for students with SEND. Generally, if possible, students will keep the same key worker to ensure continuity. The inclusion and pastoral teams also work closely with Heads of Department and the school's Careers Education Information and Guidance service.

The Pastoral or SEND team will meet with all students with SEND during the options process in Year 9 to ensure the most appropriate Key Stage 4 pathway is chosen. In Key Stage 3, our outreach team will typically work with a consistent class to best support students. As students move into Key Stage 4, this support is arranged by specialism, wherever possible, to ensure students who require additional support in the classroom receive additional, bespoke interventions.

Mrs Perry-Wrighton (our Inclusion Manager) oversees the Pathways provisions at school. Jointly with Mr Abraham (Assistant Headteacher – Behaviour and Welfare), they oversee students who are accessing Alternative Provision and ensure these students are supported in their transition to post-16 education, employment or training.

For students with an EHCP, transition to Post 16 will be a focus of the Annual Review, which will be timed to ensure that transition questions can be considered and planned for appropriately. This process starts during Year 9 to support students in their transition.

Mrs Baker (Inclusion Manager) organises, implements and reviews independent travel training for all SEND students who require support from Year 7 through to Year 11. This staged approach ensures students gradually grow in confidence and independence. This supports students to be able to travel independently to their next places of study. This also covers features such as money and budgeting to support students as they make their next step.

c. Do we just look out for students already identified as having SEND?

The Inclusion Team, in conjunction with the Year 7 Transition Team are all involved in the primary to secondary transfer of all students. Although the team focus predominantly upon students already identified as having SEND, the team are vigilant about other students who may present with transitional or newly arriving SEND as they enter their secondary phase of education. We are aware that SEMH (Social, Emotional and Mental Health) needs can often emerge during transition and the Learning Support department works in partnership with the pastoral teams in this regard.

The school also carries out baseline reading and spelling tests at the start of Year 7 to ensure any additional learning needs are identified upon transition if they haven't been identified up to that point.

Parents and carers are vital partners in their child's journey through school and as such they are invited to speak to the Inclusion Team should they have any concerns so that a plan can be put in place to best support each student. If a parent feels their child may have Special Educational Needs they should make an appointment with the SENDCo.

5. The Process for Identifying Pupils with SEND and Assessing Their Needs

a. How and when would my child be identified as having SEN/D?

Learning needs will be identified where possible prior to the start of Year 7 as part of our transition processes. The identification of emerging needs will be an ongoing process starting from early in Year 7. The learning need of a student will be addressed as early as possible because:

- There will be continuity for the student when intervention continues from the primary school setting, hopefully preventing further gaps in learning/knowledge
- Appropriate differentiation and intervention will help students to cope with the demands of the curriculum and give further opportunities to access work independently.
- Barriers to learning need to be overcome where possible, so that they do not present problems for the student in Key Stage 4, Post 16 and beyond.
- The evidence gathered over time will also constitute a 'history of need' and will enable us to establish a 'normal way of working' for a student. This is required to support applications for Exam Access arrangements in Key Stage 4 and beyond.

b. Who can make a referral?

The identification process revolves around our whole-school assessment calendar (see school website) when the progress of all students in school is formally reviewed three times a year. Formal requests for referrals will come from the SENDCo following these assessment points, however, teachers and support staff can make a referral about a student at any point should they have any concerns about a student's ability to access the curriculum or demonstrate appropriate learning/progress. In addition, students may self-refer, and parents may also make a referral by raising a concern to the SENDCo.

c. What should I do if I think my child has Special Educational Needs or a disability?

If you feel that your child may have SEND or have been informed by school that they have been identified with a need then you should speak to the Head of Year responsible for their year group in the first instance and they will liaise with the SENDCo as appropriate. The school closely monitors all students with SEND and would be happy to discuss the strategies in place already and what impact they are having, as well as any other strategies that could remove any barriers to learning.

d. Once an identification has been made how and when is that information recorded and shared?

The Inclusion Register is maintained at Royds. This register includes all students with any identified learning needs. The Inclusion Register (coded as a K or E on SIMs) details each individual's particular learning need/s and how they can best be met in the classroom. Each student has a student passport which details the best ways to support each individual student. Students on this register are receiving additional and different provision to support their development.

Students with an E code have an Education, Health and Care Plan (EHCP) and additional information can be found on the individual's 'pupil passport', which summarises on one page the expectations and provision as set out in their statutory plan. It also provides staff with student's individual targets

(from their EHCP) so that everyone can support these targets in being achieved. This allows staff to support these students as effectively as possible through differentiation.

K codes are graduated as follows:

- K1 - Student is receiving support either from an external agency or from the Inclusion/Outreach Team
- K2 - Student is receiving significant support from external agencies and Inclusion/Outreach Team
- K3 – The SENDCo is making an application for an Education, Health and Care Plan.

The Inclusion Register also contains information about students that it is important for teachers to know and may require action at some point (e.g. medical information).

The Inclusion Register is saved on the Staff Shared Drive and all additional documents such as the student's passport are hyperlinked to this document. Attainment data is also transferred to teacher's seating plans after each data collection. This Inclusion Register is a fluid document that is reviewed and updated each half term. Live registers are maintained centrally on a spreadsheet and on SIMS and will be continually accessible to staff. Colleagues will receive updates by email as and when new identifications of SEND are made in year or if a new student with SEND arrives in school. Colleagues will also be updated via email should there be significant changes in a student's passport between the formal half-termly reviews. Teachers are expected to use this information when planning lessons, resources, trips and assessments and to amend their teacher notes on students they teach after they are notified of these changes. Parents have every right to expect teachers to know their child's needs and to act on the advice given to ensure that each individual has these met in the classroom.

6. How the School Involves Other Bodies and External Agencies in Meeting a Pupil's SEN/D and Supporting Their Families

a. Why would the school involve external agencies to help?

Sometimes we may decide to involve external professionals or agencies to provide more specialist advice and guidance in order to support us in removing the barriers to your child's learning. Royds School works within the Rothwell Cluster and as such has access to the following range of specialist resources and assessments, from both the Cluster and from Leeds Council, to assist with the identification of additional needs and provide relevant support to both students and families:

- Educational psychologist
- Physiotherapy and occupational therapy services
- SENIT Leeds
- School Nursing team
- STARS (Autism specialists)
- Visually Impaired Team and Hearing Impaired Team
- CAMHS (Mental health specialists)
- Social Services (Rothwell social services have a dedicated room in school)
- Speech & Language Therapy
- Willows (support for young carers)

- Forward Leeds (drug support)
- Family Intervention through the Cluster
- Multi Systemic Therapy (MST) and Signport
- Youth Offending Service
- West Yorkshire Police – Royds has a Safer Schools Police Officer based within school who also works in the local community and in collaboration with local primary schools.

Universal services such as the school nurse are available to all students. Time limited support such as speech and language therapy, Educational Psychology, CAMHS and physiotherapy must be requested for individuals.

If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way. As more people become involved in helping Royds to meet your child's needs, the key staff working to support your child, the SENDCo, Head of Year may talk to you about holding an Early Help Assessment (EHA). This meeting will help Royds to organise Team Around the Child Meetings (TAC) where everyone involved (including yourself) can sit down together and discuss the best way forward to help your child to make progress, these may then occur at regular intervals from the initial meeting. Royds may decide to draw up a more personalised learning plan. This will record the additional, specialist strategies and interventions that will be required to help remove the barriers to your child's learning. In addition, some or all staff may undertake specific training in order to help ensure that the environment and strategies used are appropriate to meet a student's needs and staff have the relevant skills to allow our child to make progress. You will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.

b. What if more support was needed after this?

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SENDCo may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs (Education, Health and Care Plan Assessment). If this is considered appropriate, Royds will collate all your child's information and evidence of all of the carefully evaluated additional strategies and interventions that have been put place. Then, following your input and with your permission it will be sent off to the Local Authority for them to consider the information at a panel meeting and make a decision as to whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place, Royds will continue to meet your child's needs to the best of our ability with the support that is already in place.

c. What is a 'Statutory Assessment'?

Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEND Code of Practice. **The SENDCo will be able to explain the process and timescales to you** or alternatively you would find this in the SEND Code of Practice. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process. The Local Authority will decide following the assessment whether an Education, Health and Care Plan should be issued in order to best support the needs of an individual.

7. Curriculum Modification, Classroom Adaptations and Interventions for Children With SEN/D

a. What kinds of strategies are used to support children with SEND at Royds School?

First and foremost, the school believes the most effective strategy by far is for SEND students to remain in the mainstream classroom with access to high quality teaching. As such, the Inclusion team are continually developing expertise to deliver a variety of intervention approaches, which respond to the needs of each individual and cohort both inside and outside the classroom. Staff training occurs every Monday evening and SEND is regularly covered through this programme. A wide variety of strategies are used to provide SEND support for students in various areas of the curriculum. The following interventions and methods are currently in use:

- Quality First, Wave 1 teaching (differentiation of lessons). This is done by differentiating input, tasks and outcomes
- Certain subjects will also teach groups based on ability (also known as “setting”).
- In-class support dependent on the student’s needs (Outreach Team)
- Small group/individual intensive support sessions in English and Maths within the curriculum
- Use of wave 2 intervention teaching such as Numicon, Read Write Inc, Lego Therapy, etc
- Bespoke resources and IT packages as required
- Extra-curricular homework support sessions through the Outreach Team
- Support in examinations specific to individual needs (Exam Access Arrangements)
- Target setting for students with EHCPs or statements
- Regular monitoring and review meetings with identified key staff
- External support from specialists
- External medical support
- Mentoring and counselling support as required
- Support activities at unstructured times

The school’s Behaviour Policy is adapted to take into account the unique circumstances of SEND students. Reasonable adjustments are made in the implementation of the policy, in line with the Equality Act.

b. How can I support my child to access homework?

Royds will set appropriate homework to support your child’s development, however, we will expect your support in ensuring that students are able to access these opportunities to embed the new skills they have been taught.

A range of homework tasks are set across subjects in all year groups. This homework is set by individual subject teachers and differentiated to the needs and abilities of the students. These may be centered around the knowledge organisers and retention of key information we know students will need. Homework may also be set around completion of work through online platforms such as GCSE Pod, Seneca Learning or Hegarty Maths. Pieces of extended writing may also be set as homework. Resources are available online on the school website to support learning, but the Inclusion Team also run a homework club in Haven Tuesday, Wednesday and Thursday 2.40 – 3.30 pm. If you would like advice regarding appropriate support that you can offer at home if you child has SEND then please speak to the SENDCo or your child’s class teacher.

c. How is support allocated to each student?

Learning support and resources are allocated according to need and for students on an EHCP will match the targets and needs of each student. The nature and need for support is discussed by the SENDCo with young people and parents/carers at annual reviews for students on an EHCP or in meetings with students and parents. This will be monitored for individual students on a termly basis.

d. How are the Outreach Team deployed?

Where possible, learning support is organised departmentally to maximise staff expertise and collaborative practice in order to best support the student. We are unable to allocate personal Outreach Workers to individual students due to the degree of subject specialism required and the constraints of day to day deployment within a secondary setting, but we endeavour to ensure that our practice is consistent across the team and that information is shared appropriately. We try to ensure that our Outreach Team have a range of different specialisms, both when supporting in the mainstream classroom and delivering wave 2 intervention.

e. How do you modify your curriculum to meet the needs of students?

The school is committed to students accessing mainstream learning wherever this is right and appropriate. All students are entitled to have full access to the curriculum. The curriculum will therefore be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development. The overarching priority is that students make at least good progress and are engaged with their learning. For specific learning needs, such as those related to literacy and numeracy, students may be withdrawn from lessons to participate in small group or one-to-one interventions to close gaps to enable greater independent access to the wider curriculum.

The school curriculum is adapted in both Key Stage 3 and 4 to provide greater curriculum time for students who require additional support in English and Maths.

In Year 7, the school uses Key Stage 2 results and internal testing to identify learners who would benefit from extra English rather than study a Modern Foreign Language. These students have access to small group literacy intervention in order to support the development of their core skills. These students often have a range of needs and may have not met age related expectations during their time at primary school.

We have a three year Key Stage 4 curriculum. In conjunction with parents/carers, student select GCSE option choices in Year 8 to start in Year 9. There are a range of academic and vocational options, which can be tailored to best suit the needs of the child. The vocational options in KS4 follow a different assessment criteria, which allow learners to sit assessments throughout the year.

All students currently sit GCSE English Literature exam at the end of Year 10 – this is to alleviate the pressure of all terminal exams at the end of Year 11. Based on individual circumstances, and in collaboration with external professionals a managed reduction of the GCSE offer may be offered to allow students to concentrate and prioritise the core curriculum – a key component for progression Post 16.

f. What provision do you have to enable children with SEND to participate in extra-curricular activities and trips?

As an inclusive school, students with SEND will be invited to access all activities and trips that the school undertakes; reasonable adjustments will be made by school to ensure that this is possible. Students are encouraged to participate at their own level, taking advice from families and medical professionals into consideration, following the completion of a risk assessment.

If appropriate, students with SEND are encouraged to undertake Independent Travel Training, which teaches time, money, health and safety in addition to being able to travel by bus and or train to places identified by the individual.

The Inclusion Team offers a range of supported After School Clubs, such as homework, baking, arts and crafts and lego which are available to all students. The purpose is to enable SEND students to benefit from experiencing all aspects of high school life, whilst socialising with their peers, in a supportive environment.

g. What provision is there to make the Royds site accessible for students with physical disabilities?

The school's Accessibility Plan can be found on the school website. Although the dispersed school buildings mean the site is not always easy for students with physical disabilities to negotiate, the school works hard to facilitate access. Whilst the school does not have a lift, the buildings are designed in such a way that all subjects can be taught in specialist teaching rooms on the ground floor level. Royds school has appropriate disabled access; designated parking bays, ramp access where required and accessible toilet facilities. Relevant staff are also trained in evacuation procedures.

8. Arrangements for Assessing and Reviewing Pupils' Progress Towards Outcomes

a. How will the progress of my child be assessed?

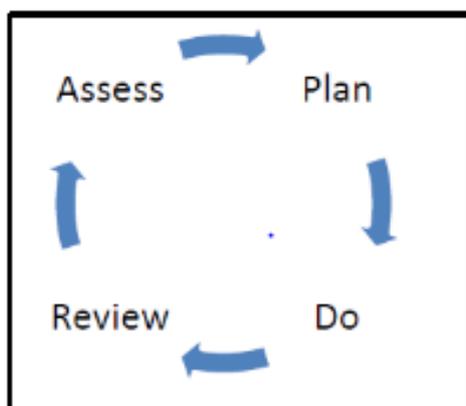
All students are continuously assessed by their teachers using a variety of different methods. Attainment data is currently collected three times each year. In addition, Year 7 parents/carers also receive a 'Settling In' report early October. Each report shows your child's current attainment in each subject across the curriculum and details Behaviour for Learning (BfL) grades using the school's BfL monitoring system.

The progress of SEND students is also monitored by the SENDCo, Head of Years and the Leadership Team. This information is used when advising teachers about possible teaching & learning strategies, in progress discussions with students and to inform wave 2 intervention.

Students annual review targets are monitored and updated as required throughout the year in discussion with the SENDCo. Teachers and support staff can make a referral about a student at any point should they have any concerns about a student's ability to access the curriculum or demonstrate their learning. In addition, students may self-refer and parents may also make a referral by raising a concern to the SENDCo. This will in effect trigger a review of progress by the Inclusion team.

b. How does assessment and review fit into the 'bigger picture'?

Royds follow the process of Assess – Plan – Do – Review; a model which is widely used.



This ensures that interim targets, subsequent interventions and support are regularly monitored, reviewed and subsequently updated. This cycle maximises the opportunity to develop the academic, social and emotional development of each child as appropriate to their individual needs.

c. What will you do if you think that my child has a special need or disability following an assessment or review?

- Talk to you about your child’s difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child’s learning so we know which skills they need to learn next
- Ask the SENDCo to support and advise teachers so that your child can learn in the best way for him/her – your child will be involved in writing their own learner passport.
- Implement a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour
- Regularly check and inform you about progress
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support and inform you about how to make a complaint if you are not happy with the support we are offering your child.
- Talk to you if we think we need to consider asking the local authority for an early review of your child’s needs because more advice/resources are needed to help your child to make progress.

d. How do you benchmark and review your provision?

The school works closely with the Leeds SENSAP team (Special Educational Needs Statutory Assessment and Provision), Educational Psychology Service, Rothwell Cluster in addition to a range of other agencies. Relevant specialist information is shared with staff through a secure electronic Inclusion register and information on student plans are updated as required. We also collaborate with other schools as a member of: The Red Kite Alliance, Leeds Learning partnership and PIXL. This enables the SENDCo and members of the inclusion team to liaise with colleagues and keep abreast of local and national developments, policies and strategies. The SEN Policy and Information Report are reviewed by the school and governors annually.

Some students require additional support in exams and assessments, due to their SEND. These students are assessed in school for exam access support, which may result in the provision of extra

time, a reader, a scribe or a smaller venue, in order to support their need. The school's practice in this area has been commended by JCQ (Joint Council for Qualifications).

9. Arrangements for Consulting Young People with SEN/D and Involving Their Parents/Carers in Their Education

a. How can students themselves be involved in the whole process?

Students' views are very important to us and feed directly into all policies, procedures and daily teaching of children with SEN/D. Students are given regular opportunities to:

- Provide feedback through the whole-school student voice process
- Self-assess in class
- Attend review and other meetings as appropriate
- Contribute to their student passport
- Suggest possible targets to achieve
- Suggest how school can better provide for their needs
- Be part of the school council
- Contribute to the annual review of the SEND policy and Information report

b. How are parents involved in the process?

Parents and carers are encouraged to attend the autumn term Open Evening, prior to selecting a secondary school of choice. This gives families the opportunity to, first hand, experience what Royds has to offer and to discuss any issues or concerns with SEND staff. At this event you will have the chance to meet with parents of some of our current SEND students and the learners themselves, who will be happy to discuss their experiences of Royds with you.

Once a student is allocated a place at Royds, parents are expected to attend the summer term Open Evening to meet your child's Form Tutor, Progress Director, Pastoral Leader and SEND staff. Our Year 7 Settling In Evenings, in late September/early October, provide the opportunity to informally meet with the Headteacher and your child's Year Leader and form tutor once again.

There will then be an annual parent consultation evening, to discuss progress and any concerns. In addition, families of students with Education Health and Care Plans will be invited into school to review progress.

10. Arrangements for Securing Staff Expertise and for Training in Supporting and Working with Children with SEND

a. What training do teachers and support staff receive?

The SEND policy recognises that all teachers and relevant support staff must be provided with the necessary information and training on an ongoing basis to ensure that the students they teach are able to flourish. Information and training is provided at a variety of levels as needs arise including at whole-school, curriculum and individual level. It is also recognised that in some cases collaboration with external agencies may be required in order to access specialised support, but where possible expertise will be developed in school.

In the classroom our core principle is that we are committed to providing 'Quality First, Wave 1 Teaching' for all students, which places personalisation and effective differentiation at the heart of our teaching practice. Teachers and the Outreach team are held to account through whole school Quality Assurance and Appraisal processes using the National Teacher Standards and the Professional Standards for Teaching Assistants (June 2016) respectively as our guide.

All staff at Royds receive training with regard to planning and delivering differentiated lessons and receive training on common conditions such as ASD, Dyslexia, Diabetes, Epilepsy and self-harm. In addition, all staff are trained on Child Protection and Safeguarding.

Nominated staff receive highly specialised or advanced level training in a number of areas such as Child Protection, Dyslexia intervention teaching, Autism, mentoring for mental health issues and also intervention based strategies such as lego therapy.

If a young person joins Royds, having needs that current staff have not received training on, then these emerging training needs will be addressed as a priority and specialist external training sought. In addition, as part of the appraisal process, all teaching staff are involved in setting professional development targets which support the development of differentiation within the classroom.

b. Who works in the Inclusion Department and what are their areas of specialism?

Name	Role	Email Address
Mrs Donkin	SENCO	bdokin@roydsschool.org
Mr Williams	Deputy SENCo	cwilliams@roydsschool.org
Mr Wright	Additional Needs Leader	jwright@roydsschool.org
Mrs Perry-Wrighton	Inclusion Manager	Gperry-wrighton@roydsschool.org
Mrs Baker	Haven Manager	mbaker@roydsschool.org
Mrs Stephenson	Outreach Worker	jstephenson@roydsschool.org
Mrs Oddy	Support Worker	aoddy@roydsschool.org
Mrs Cawtheray	Support Worker	ncawtheray@roydsschool.org
Ms Kay	Support Worker	hkay@roydsschool.org

Mrs Thompson	Support Worker	athompson@roydsschool.org
Miss Brosnan	Support Worker	lbrosnan@roydsschool.org
Miss Nicholson	Support Worker	anicholson@roydsschool.org
Mrs Rayson	Pathways Worker	rrayson@roydsschool.org
Miss Storey	Pathways Worker	estorey@roydsschool.org
Mrs Moffat	Pathways Worker	hmoffat@roydsschool.org
Mr Neville	Pathways Worker	hneville@roydsschool.org

c. Where can I get more information?

- To access the Leeds Local Offer, please go to: www.leeds.gov.uk/localoffer
- To access the Wakefield local offer please go to: <http://wakefield.mylocaloffer.org/Home>
- To access the SEN policy please go to

11. Budget Information

The Notional SEN Budget for 2020/2021 is £429,606 which breaks down as follows:

- Support/Teaching Staff £122687 £478,406
- Commissioned External Services £7,070
- Additional Teaching Resources £6,000

Additional top up funding is available from Leeds for more expensive SEN provision, in the form of FFI Funding (Funding for Inclusion), however this can usually only be applied for when students are in Year 7 or 10, unless circumstances are deemed to be exceptional (such as moving into the area from a different educational authority). Students in Leeds do not need an Education, Health and Care Plan in order to be eligible for FFI.

All students in receipt of FFI Funding will be reviewed annually by the SENCO, with their family.



Royds