



The SEN Information report should be read in conjunction with the SEND policy.

## 1. Aims of our provision in regards to students with special educational needs and /or disability

At Roding Valley High School our motto is aspiration, respect and endeavour for all our students. We aim to ensure that all our students are settled, happy, and safe during their time with us. There is an emphasis on early identification of needs through supportive and preventative strategies including:

- Monitoring student's progress, using a range of strategies which enable students to gain meaningful access to the curriculum
- High-quality teaching, with continuous reflection and improvement on driving student progress
- Ensuring all students, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant, differentiated and demonstrates coherence and progression in learning
- Full inclusion for all students, with staff inspiring and encouraging all learners to take an active role in their academic success
- A comprehensive SEND Policy on our graduated response to the identification and assessment of students' SEND or other needs.

## 2. Special Educational Needs Department

- **SLT link:** Deputy Headteacher – Miss S Dyer
- **SEND Link Governor:** Mrs M James
- **Special Educational Needs & Disability Co-ordinator (SENDCO):** Mr Tony Taylor

## 3. How are learners' needs identified and how will the school support my child in transfer?

- Prior to new students arriving, we build up a detailed picture of their learning needs by liaising with Primary schools and their SENDCOs to discuss children joining our school. Concerns about particular needs will be brought to our attention at this meeting. Parents are also welcome to contact the SENDCO directly for a chat about their child's needs or general questions about provision.
- During the Y6 summer term, we arrange individual or group tours of the school to prepare students for the transition to RVHS and their new school environment prior to September
- We have a Year 6 Transition day which includes individual interviews with new students and tutors
- Once at RVHS, students' progress is tracked and monitored throughout the academic year. This is determined through termly progress checks.
- If concerns arise, these are then referred to the SENDCO and discussed with parents so that robust support is made available to enable the student, going forward, to make sustained and good progress





- This may include a One Plan meeting to produce a Student Profile and Assess-Plan-Do-Review grid which gathers information from the student, parents and teachers.
- We work closely with Further Education establishments in order to ensure any additional needs are recognised so that these young people can begin their courses and prepare for adulthood with outcomes that reflect their ambitions.

#### 4. How are parents /carers involved?

- Parents/carers are encouraged to take a full and active part in their child's learning and parental feedback is sought regularly throughout the year through whole school Teaching and Learning surveys. SEND also hosts a Parents' Group which meets regularly to give and discuss views, either in person or virtually. Recently, live-streamed Parental Forums have been held, instead of the Group, under COVID-19 Guidelines.
- We have Student Profiles for all students on the SEND Support Register that are written in consultation with the students, parents/carers and the SEND team. The Student Profiles compile diagnostic input, learning strategies and student aspirations to ensure good progress. They are set up within a half-term of your child's start. The Profiles are then used by teachers to get to know the learning needs of your child in order to improve their learning outcomes
- Parents/carers are encouraged to share any diagnostic reports or information; outside professional input is useful in helping choose appropriate differentiation strategies
- Parents/carers are invited to a One Plan meeting and up to two subsequent reviews during the academic year wherein your child's progress is discussed
- Parents/carers are encouraged to contact the SENDCo if there any additional concerns or any queries

#### 5. How will I know how my child is doing?

- Regular marking/feedback is recorded in student exercise books or given on Google Classroom as audio clips, messages or annotated on Google documents.
- Contact can be made with the SENDCO and class teachers. All staff email addresses can be found on the website and on Google Classroom, where you are able to contact teachers directly
- Annual Reviews for students with an EHC Plan and regular contact throughout the year
- The SENDCo will meet with parents during or just after Parent Evenings; and/or when requested to discuss progress/support to improve learning outcomes
- Student One Plans including Profiles and Assess-Plan-Do Review grids are reviewed by parent/carers and students and shared with staff at regular intervals throughout the school year

#### 6. What support will there be to reduce anxiety/ promote emotional wellbeing?

At Roding Valley High School, we offer and provide students with a variety of opportunities to listen to their views including:

- weekly one-to-one mentoring meetings or group sessions in the Hub to support emotional, social and behavioural needs when necessary





- Well-being Mentoring in one-to-one or groups with a trained LSA
- Regular Pastoral Meetings will bring to our attention students who might need support with self-esteem, anxiety and social skills
- A focus on trauma-perceptive awareness and training for all school staff, who can refer any student about whom they have concerns
- Supportive and communicative relationships with parents/carers, who know their child best
- Referrals to the School Counsellor for more complex issues or bereavement
- Individual Health Care plans created to cater for individual health/medical needs
- Referral to more specialised support such as the Emotional Well-being and Mental Health Service (EWMHS, previously known as CAMHS) or outside agencies and charities specialising in child mental and emotional health
- Advice and support to parents where parents need to make GP or NHS referrals to further investigate or attend to a special need in their child.
- Exam Access Arrangements assessments following the JCQ regulations to identify students who require further support with examinations from Year 9 onwards

### 7. Our approach and the support we offer

We have an experienced, caring team of Learning Support Assistants (LSAs) and HLTAs who strike the correct balance between necessary support and independent learning. In addition:

- LSAs observe students and provide feedback to the SENDCo, communicating the needs of the students during fortnightly department meetings
- In-class hover support is given to SEND students by the LSA in the lesson who plans for and supports student learning outcomes with the class teacher
- Internally SEND liaises with pastoral leaders, tutors and subject teachers. Also the quality of SEND provision is regularly monitored by the SENDCo during SEND learning walks, regular whole staff training and faculty meetings.
- Externally we liaise closely with and make recommendations to outside agencies such as: Educational Psychologists, Virgin Care Specialist School Nurse Services, private diagnosticians for dyslexic needs and the Statutory Assessment Service.
- We offer flexible support depending on a child's needs and incorporate a range of strategies to enable students to achieve their full potential. This includes a weekly range of literacy, numeracy and SEND-specific inputs, differentiation strategies, one-to-one mentoring and small group work, where appropriate.
- At KS3 smaller 'progress' groups in English, Maths, Science, Humanities and Spanish are taught by subject specialists
- Supportive form tutor group that offers Lexia, Precision Teaching, social support and Character and Culture topic discussions.
- Our afterschool Homework Club will run every Monday, Wednesday and Thursday from 3:05pm to 4pm





- The Zone, which will be open at break and lunchtimes for students, who need a friendly place to go to hang out, make friends, play games and relax,
- Our support Hub is specifically designed for students who experience social and emotional needs, and offers them a calm, purposeful environment that supports them during challenging times
- All students, including those on the support register, are encouraged to take a full and active part in the extra-curricular activities that the school offers, such as the fully inclusive dance and sports clubs,.

## 8. What Training have the staff supporting students with SEND had?

- All our teachers are teachers of SEN. They have appropriate and regular training on key areas of SEND practice as part of a robust programme of professional development throughout the year
- Learning Support Assistants have appropriate personalised training to support individual students. This is ongoing throughout the year
- Specialist training is also provided to all key staff in response to the needs of individual students during staff Insets
- Specialist training and advice has been provided by Essex County Council to help meet the needs of individual students
- Student Support Register is distributed to all staff with strategies to support SEND students and updated throughout the year
- Parents and students who want to contribute awareness of their personal experience of SEND to staff training are welcomed

## 9. How will my child be included in activities outside the classroom, including school trips?

Students with SEND participate in school activities alongside other students, as far as is reasonable, practical and compatible with their needs. For example, Sports days are all-inclusive.

Appropriate provision and reasonable adjustments will be made where necessary to support our students with SEND and parents /carers will be involved in the planning of school trips for their child. Additional staffing is provided as necessary. Medical support is in place where necessary.

## 10. How accessible is the school environment?

- Roding Valley High School complies with Equality Act 2010.
- Where possible the school will make reasonable adjustments to the environment and use its best endeavours to move as many lessons as possible to accessible areas of the school. However, there are some specialist areas that cannot be moved

## 11. Who can I contact for further information?

- **Deputy Headteacher:** Miss s Dyer: [sdyer@rodingvalley.net](mailto:sdyer@rodingvalley.net)
- **SENDCo:** Mr Tony Taylor - [ttaylor@rodingvalley.net](mailto:ttaylor@rodingvalley.net)





### 12. Where can I find out about the local authorities' offer of services and provision for children and young people with SEND?

Information about the Essex Local Offer of services and provisions for children and young people with special educational needs and disability can be found at

[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

### 13. Who do I contact if I have any concerns?

Whilst every effort is made to gain information from primary feeder schools before a student arrives at Roding Valley High School, we would strongly advise that, if you have any concerns at all about special additional needs or any other issues, that you contact the SENDCo directly.

You are advised to contact the SEND Department via email at [ttaylor@rodingvalley.net](mailto:ttaylor@rodingvalley.net) if you have any concerns.

If your issue is not resolved to your satisfaction, please do not hesitate to contact:

- Your child's form tutor or Year Progress Leader
- Deputy Headteacher
- Headteacher
- If your complaint is still causing you concern, further information can be found in our Complaints Procedure Policy. This is available on our [website](#).

