

	Hertfordshire LA Offer	Roysia School Offer
Universal Provision	High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers	<p><u>Tracking Students</u> Students with additional needs are tracked through whole school systems and are monitored carefully to check progress. Where progress is not being made, we identify students and then use the ‘Graduated Approach’ (as outlined in the new SEN Code of Practice) to identify significant learning needs, and planning is implemented to address these needs. Termly pupil progress meetings draw together key members of staff to review the additional needs list.</p> <p><u>Training</u> Teaching and support staff attend both in house and outside training on key areas of Additional Needs. This has included: Dyslexia, SLCN, Autism, Differentiation and Effective use of Teaching Assistants. Outside agencies and speakers regularly visit school to bring additional expertise and training based on the most prevalent needs within the school.</p> <p><u>Core Subjects</u> Some subjects are taught in ability groups where lower sets have significantly smaller numbers and therefore higher teacher: student ratios. This is complemented by effective Teaching Assistant (TA) support as directed by the classroom teacher and SLT. TAs are attached to year groups to facilitate establishing close relationships with the children and work closely alongside classroom teachers.</p> <p><u>Developing skills</u> Students are actively encouraged to take part in a wide range of extra-curricular activities on offer to develop social skills and become an integral part of the school community. Additional support groups are available including literacy and numeracy based interventions, and social interventions where identified as a need.</p>
Identification and	Where the school feels that additional	The majority of students’ needs are

<p>Recording Provision</p>	<p>or different provision is needed to support your child because they have SEND, they will discuss this carefully with you either via face to face or telephone meetings or at termly parents consultations. This information will be recorded centrally and on our 'Barriers to Learning' sheets, which is our system for informing all staff of a student's area of difficulty and how to support them within the classroom.</p>	<p>met through 'Quality First Teaching' in the classroom by qualified teachers. As outlined above, appropriate support and intervention is available to support children with individual needs. We take into consideration a wide variety of factors before placing any student on the SEN Register, in line with the new Code of Practise. SEN is defined as needs that require provision that is "additional to or different from" a child's peers. We also track all children's progress, and consider if a child has additional needs if they are performing "significantly below" their peers.</p> <p>Students may have a need but not be placed on the register if they are making good progress in the classroom, and all staff are aware, through formal information sharing, of the individual needs. However, if a student is making inadequate progress and is, in consultation with class teachers, INCo and parents, judged to have a significant learning difficulty, he/she will be placed on the register. Information informing such a judgment may include:</p> <ul style="list-style-type: none"> • Whole school and departmental tracking about students' achievements • Data, including testing scores, comprehension, spelling tests and reading tests for all in Year 5 and periodically for other SEND students • Referrals from classroom teachers/tutors and other adults working regularly with a child • Information and advice from relevant outside agencies. <p>The class teacher, in the first instance is responsible for implementing a 'Graduated Response', supported by the Senior Leadership Team (SLT) and INCo, to identify areas of need, to set deliberately ambitious targets for students, and make reasonable adjustments to their lessons. Advice on appropriate interventions and strategies is sought and targets reviewed at least termly. Parents and</p>
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		students are an integral part of this process.
Interventions	<p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes that take into account the following factors:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom); • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress. 	<p>Whole School, Departmental and individual interventions are available and recorded. Students may receive interventions as part of a small group or individually.</p> <p>Interventions can form part of high quality classroom teaching. Any student placed on the SEND Register may receive an intervention provided by school or as advised by the relevant outside agency. All interventions are monitored closely for impact. Some interventions from outside agencies require parental consent.</p> <p>Some individual interventions include Accelerated Reading, NESSY or Rapid Reading Programmes. These are subject to change based on availability of resources, and in any case are personalised to meet the needs of the child.</p> <p>Individual departmental interventions and support opportunities may include TAs working across the curriculum to offer small group/individual literacy and numeracy support. It may also include small group and 1:1 tuition with teaching staff either before or after school to ‘boost’ some children.</p> <p>Homework/ social support club is available at lunchtimes in the library. Students can work quietly and/or seek advice on appropriate topics. A TA is available to support.</p> <p>It is important to note that students can receive additional support and interventions as part of whole school ‘quality first’ provision and this would not automatically place them on our additional needs list. Parents may therefore not necessarily be informed at this stage of any group or 1:1 supports.</p>
Resourced Provision	<p>A school could access many different agencies and or equipment should this be required to meet a child’s needs, within their delegated budget.</p> <p>Limited funding for exceptional cases</p>	<p>Specialist provisions with a cost implication to the school will be assessed on a case by case basis. Consultations will take place between the INCo, Head, SLT and possibly discussed at an academy level. Access</p>

	<p>can be sought from the LA. This funding is limited and at the school's discretion whether or not a child meets the need criteria. Applications must be discussed at a local DSPL cluster meeting, and voted on to go on to LA panel level discussion. The school INCo will inform you, and ask your permission, if an Exceptional Needs Funding application is completed.</p>	<p>to funding for provision is limited, and children with Statements or EHCPs are not automatically allocated funding. The school will use its judgement to make reasonable adjustments where appropriate and possible in the funding of specific interventions or resources in line with the SEND Code of Practice.</p>
TA Support	<p>There may be occasions when the school feels that some additional support within lessons from another adult may help your child to make better progress. This is by no means always the case.</p> <p>However, if some additional small group or one to one support within lessons is planned, the INCo will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed.</p> <p>Most importantly, this support should be aiming to make your child more independent in lessons.</p>	<p>TAs are allocated to support year groups and will be timetabled to support within those groups; they will consider individual student needs. INCo advice and support is also an integral part of this process. As further support, TAs are available outside the classroom through homework support, mentoring and extra-curricular opportunities.</p> <p>It is important to note that due to the small amount of support staff available within the school, 1:1 TA support is by no means guaranteed, however the school will do its reasonable duty to ensure that support is available, should it be needed.</p>
Expected progress	<p>All pupils with SEND should make at least expected progress, in line with their peers.</p>	<p>We do not set a glass ceiling for any child, and have consistently high expectations for all. Progress of all students is tracked every term through whole school assessment data procedures. Assessment for Learning strategies are employed by all teachers to track progress on a daily basis. Interventions are implemented when students are underachieving. Teachers and/or the INCo will put interventions in place to ensure progress.</p>
Accessibility	<p>Schools are required to make reasonable adjustments to the school environment, and curriculum content in order to allow all children with SEND to access the learning and activities on offer.</p> <p>Within the local offer, support is available to parents with regards to accessibility.</p>	<p>Where possible, teachers use their discretion in order to modify their classrooms and lessons in order to welcome and engage all pupils. This may be achieved through supports and auxiliary aids such as coloured overlays, enlarged print texts, seating plans, reduced displays, use of time out spaces, the stair lift and other adjustments. To enable access to outside learning opportunities such as trips, this will be considered on a case by case basis to ensure the safety of</p>

		the child and others in keeping with school risk assessments. Reasonable adjustments are discussed between staff, parents and outside providers to ensure that wherever possible, inclusion is reasonably achieved.
Transition	SEN officers may provide support and advice to schools and parents with regards to SEND children entering the school at key or challenging transition points.	The school will make all reasonable attempts to discuss the child's needs with all relevant parties such as the school, parents and other agents in order to plan for a smooth transition into, or out of the school. Where possible a member of staff will meet the child and the INCo may draw on specialist agencies to provide formal transition support and guidance.
Support from other agencies	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions.</p> <p>Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p> <p>A leaflet outlining the Hertfordshire local offer can be found at: www.hertsdirect.org/localoffer</p>	<p>We source advice and support from a variety of outside agencies, currently this includes:</p> <ul style="list-style-type: none"> • Autism Advisory Service • Educational Psychologist • Counselling/drama therapy • North Herts Education Support Centre and outreach workers • Targeted Youth Support Advisors • Parent Support Advisors • Speech and Language Therapist • Art therapist • Hearing Impairment Advisors • Visual Impairment Advisors • Specialist ADHD nurse • Child Development Centre • CAHMS. <p>N.B. Some of these agencies are referred through external routes such as GP and not by school directly.</p> <p>Hard copies of the Local Offer leaflet are available in school.</p>
Communication with home	<p>Schools communicate regularly with parents. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>You should be informed about the progress your child is making. If you are not sure what this means, do not</p>	<p>Staff are readily available to communicate with parents via email, over the phone or in person. Face to face meetings can be arranged according to staff timetables.</p> <p>Written reports in the spring and summer terms are sent home, and parents consultations offer the perfect opportunity for parents to establish progress and discuss any concerns or</p>

	<p>be afraid to ask. On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through e-mail to keep you informed of things that are going well or particular successes; • more regular meetings to update you on your child's progress and whether the support is working; • clear information about the impact of any interventions; • guidance for you to support your child's learning at home. 	<p>achievements.</p>
<p>Statutory assessment</p>	<p>For very few children, more help will be needed than is normally available through the school's own resources.</p> <p>Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school can discuss this with you in more detail.</p>	<p>A small number of students may require an Education Health Care Plan (previously known as 'Statements'). Any decision to apply for an EHCP is made in full consultation with parents/carers and school.</p> <p>This is only used when all support strategies and the 'Graduated Approach' to supporting students with additional needs, has been used.</p>
<p>Key Contacts</p>	<p>All mainstream schools have a SENCo (INCo). They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p>Key contacts in school: Your child's Tutor - their initial followed by their surname @rsat.org.uk ie:</p> <p>Miss L Smith- INCo l.smith@rsat.org.uk</p> <p>Mr I Wheeler - Head of Key Stage 2 i.wheeler@rsat.org.uk</p> <p>Mrs J Hitchcock – Head of Key Stage 3 j.hitchcock@rsat.org.uk</p> <p>Mrs K Jandu- Deputy Head k.jandu@rsat.org.uk</p> <p>Please phone the office to make an appointment with any of the above or email. T 01763 241555.</p>