

# Rowdeford School

## SEND Information Report

### 2017 - 2018



***‘To be at the forefront of specialist education; providing excellent learning opportunities in inspirational environments and developing core values, communication and independence.’***

## **What specialist services and expertise are available or accessed by the setting?**

### ***What are “Outside agencies” and how can they help my child?***

Outside agencies are professionals who work within the local authority or the NHS and have specialist understanding in a particular areas that will help us to meet your child’s needs. Rowdeford School is well supported

The following outside agencies offer support to Rowdeford School:-

- Speech and Language (SALT)
- Occupational Therapy (OT)
- Physiotherapist
- Advisory teacher for visual impairment
- Advisory teacher of hearing impairment
- SEND Lead worker
- Learning disabilities nurse team
- Music Therapist
- Educational Psychologist (ED PSYCH)
- Child Adolescent Mental Health Service (CAMHS)

### ***What are the levels of expertise of staff within the setting?***

Staff, within the setting, are highly trained, and the school invests heavily in this important area of staff development. The school has staff trained in the following areas:

Manual handling, First Aid, Learning outside the classroom and forest schools  
Medical issues e.g. Epilepsy, Diabetes, ADHD, Epi-Pen, skin conditions,  
Autistic Spectrum Disorder Support to manage bereavement, Physiotherapy  
Communication – e.g. Speech and Language Therapists work in partnership with class staff, Makaton, communication aids and the use of symbols,

## **What are the transition arrangements?**

There is an excellent transition programme in place for students joining the school.

They are invited, with parents, carers and school staff to an open morning, where they have a tour of the school, listen to information about the school, and begin making new friends. This is followed by an evening meeting to look at uniform and meet more staff.

The Transition co-ordinator visits every child in their school setting, and meets with class staff as well as working 1 to 1 with the student.

Each student is given a transition booklet to work through which includes photos, links to the school website and school DVD, example timetables and a map of the school.

Students are then invited in to Rowdeford for a morning session, where they have fun and make new friends. These sessions often involve team building activities, den building and story-telling a tour of the wonderful Rowdeford setting.

Students are invited into school for a full day in July. Here they spend the day with their new tutor, new TA's and classmates.

Transition into the school is flexible, and where students require a more bespoke package this is arranged.

Transition out of the school has developed significantly over the last few years. All students now visit their colleges on a number of occasions and college staffs attend annual reviews and visit students in their Rowdeford setting. We work closely with our SEND lead workers on transition out of the school, and parents/carers are actively involved and supported too.

## **What type of SEND does Rowdeford provide support for?**

Rowdeford is a school for students with complex learning needs. There is a clear admissions policy and this is available for parents and carers to view via a link on the school website. At Rowdeford School we have students with a variety of SEND including -

- ✓ Autistic Spectrum Disorder
- ✓ ADHD
- ✓ Hearing impairment
- ✓ Visual impairment
- ✓ Physical difficulties
- ✓ Downs Syndrome
- ✓ Social Communication Difficulties

## **How will I know how well my child is doing and how will you help me to support my child's learning and development?**

All students have a home school diary, which can be used for daily short messages. Curriculum maps are available on the school website. These detail topics that will be covered and when this will happen. In some cases, an additional book is used for more detailed contact.

There is a tutor evening in October, a subject teacher evening in January and all students will have an annual review. Reports detail achievements and progress and are designed to be inclusive and pupil friendly.

Many of our parents phone into school to pass on messages or request a phone call to discuss any issues. We are a very friendly and welcoming school, and will always do our best to return calls that day.

Should school staff have any concerns they will contact the home setting straight away. Likewise if there is good news to share, teachers will call home too. Students receive certificates for merit achievements, sporting achievements, citizenship cards for embracing and demonstrating the school values and there is a yearly Prize Giving Ceremony. Where children

board at the school, they are allocated a key worker, who closely liaises with the home setting.

## **What cultural backgrounds does the setting offer and how?**

Difference and individuality is celebrated at Rowdeford School. We work hard to ensure that children have a global awareness. In their weekly PHSRE and Relationships lessons students are taught to respect others and their view points. We have some different faiths represented within the school including Christian, Catholic, Muslim and Jehovah's Witness.

## **What type of complaints have we received at Rowdeford School?**

During the academic year 2016 – 2017 there were no formal complaints.

There have been no formal complaints from any parents to date.

There is a clear complaints policy available to parents should this be required.

## **What is in place to support the well-being of children at Rowdeford?**

Staff are well trained to enable them to meet the emotional needs of students. Tutors know their classes well and work with students and families to help when there are issues. Each day begins asking students to grade their emotional well-being. Staff are well informed with regards to any changes within the family, e.g. bereavement and nurture groups work well. The school parent support worker works in partnership with families to help resolve issues, signpost for support and offer guidance through parent support workshops.

There is a buddy system in the school, and peer mentoring works well, with older students supporting the younger students within the school. There is also a very active school council.

## **How will the curriculum be matched to my child's needs?**

At Rowdeford we work hard to personalise learning for our students. Work is differentiated to ensure that students are challenged by the right level of work. Students in Key stage 4 have the opportunity to choose 'options' as to which exam courses they would like to study. Students have the opportunity to choose subjects such as Drama, French, Art, Music, Duke of Edinburgh, ASDAN and Horticulture.

## **What support is there for Parents/Carers?**

Rowdeford School has two member of the care team, Tina Cole and Linda Cook who work closely with families to help signpost support for families and students. The school co-ordinates support workshops, organises informal coffee mornings, and works closely with families and carers offering individual support.

## **Who can I contact for further information and how?**

The school SENCO is Nicky Caslin. If you have any further questions please contact her via the school office. If you feel your child would meet the criteria for a placement and would like to organise a tour please contact the school office. They will arrange for you to meet with the Head teacher, Mr Loveridge, Deputy Head teacher, Terri Chard or the SENCO following your tour. Lynda Friel is the school Transition co-ordinator and will work with families and students once places are finalised.

## **What additional activities outside the classroom are available?**

Rowdeford staff makes excellent use of the school grounds. There are almost daily opportunities for students to explore the outside environment. We have some farm animals and year groups take it in turns to feed them. We also have a Victorian Walled Garden, and many students visit the school Gardener to help look after this area. They enjoy planting seeds, weeding and learning new skills. They also enjoy eating some of the lovely things they grow there!

After school there are a wide range of clubs including trampolining, football, cooking club, art club and drama club. Many parents and carers make good use of pupil premium funding to help pay for these activities.

As part of the curriculum, there are many opportunities to visit places of interest. These trips are used to enrich the curriculum and also help students to gain a real and deeper understanding of the world around them. Student who board in the school also have lots of opportunities to experience lots of extra-curricular activities such as trips to the pantomime, Christmas shopping trips to Bath, swimming, visits to the park, Music Zone clubs and many more!

## **How accessible is the school setting?**

We are working hard to make Rowdeford School as accessible as possible. We have a clear plan to improve accessibility. All classrooms are accessible, with ramps helping to provide access where needed. We have recently installed automatic doors, activated by a large pad to enable greater independence around the school site. There has been work on pathways around the site, and we are working on improving the access deeper into our woodland areas.

## **Can my child have a school dinner if they have a special diet?**

Our school lunches are cooked on site, using fresh ingredients and local produce. We even use vegetables grown in our school garden! Where a child has special dietary requirements the school cook, Mrs Cath Vizard, usually meets with parents and students to discuss these. We have students who are following gluten free, dairy free, egg free diets having school lunches. A Vegetarian option is given to students daily.

Here are some of the common abbreviations that may be used in documentation or conversation regarding your child.

<b>AAC</b>	Augmentative and Alternative Communication	<b>HLTA</b>	Higher Level Teaching Assistant
<b>ADD</b>	Attention Defect Disorder	<b>IBP</b>	Individual Behaviour Plan
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>IEP</b>	Individual Education Plan
<b>SEND</b>	Special Educational Needs and Disability	<b>KS3</b>	Years 7, 8 and 9
<b>SENCo</b>	Special Educational Needs Co-ordinator	<b>KS4</b>	Years 10 and 11
<b>AGT</b>	Able, Gifted and Talented	<b>LEA</b>	Local Education Authority
<b>ASD</b>	Autistic Spectrum Disorder	<b>LAC</b>	Looked After Children
<b>BESD</b>	Behaviour, Emotional and Social Difficulties	<b>LSA</b>	Learning Support Assistant
<b>CAF</b>	Common Assessment Framework	<b>MLD</b>	Moderate Learning Difficulties
<b>CAMHS</b>	Child and Adolescent Mental Health Service	<b>Ofsted</b>	Office for Standards in Education
<b>CoP</b>	Code of Practice	<b>PD</b>	Physical Difficulties/Disabilities
<b>DLA</b>	Disability Living Allowance	<b>ODD</b>	Oppositional Defiance Disorder
<b>EAL</b>	English as an Additional Language	<b>OT</b>	Occupational Therapist
<b>EBD</b>	Emotional and Behavioural Difficulties	<b>PMD</b>	Physical and Medical Difficulties
<b>EP</b>	Educational Psychologist	<b>PSI</b>	Physical and Sensory Impairment
<b>EWO</b>	Education Welfare Officer	<b>PT</b>	Physiotherapist
<b>FSM</b>	Free School Meals	<b>S &amp; L</b>	Speech and Language
<b>G &amp; T</b>	Gifted and Talented	<b>SaLT</b>	Speech and Language Therapist
		<b>SCD</b>	Speech and Communication Difficulties
		<b>SEAL</b>	Social and Emotional Aspects of Learning
		<b>SEBD</b>	Social, Emotional and Behaviour Difficulties

<b>SENCo</b>	Special Educational Needs Co-ordinator	<b>SpLD</b>	Specific Learning Difficulties
<b>SLCN</b>	Speech, language and Communication Needs	<b>TA</b>	Teaching Assistant
<b>SpLCN</b>	Specific Language and Communication Difficulties	<b>VI</b>	Visual Impairment

## Provision

### PROVISION FOR ALL PUPILS

Class of 12 pupils (on average)

Class taught by teacher with specialist SEN training

Support from teaching assistants

Visual schedules for timetable and lesson activities

Managed environment to enable transitions

Environment with reduced sensory stimulus

Social stories

Access to 'fidget' toys to aid concentration

EP advice and guidance

SaLT advice guidance

OT advice and guidance

Low level AAC

Specialist support with relationships/social skills

Access to Calm Zone facility

Supervision and support around site

Structured and individualised curriculum

Outdoor learning activities

Specialist equipment in PE and practical subjects

Swimming in year 7 and 8

Weekly enrichment activities

Access to after school clubs

Enterprise/humanities/activity days

## AGE RELATED PROVISION

### **Year 7:**

Agility, balance and coordination exercises

Sheltered playground with additional supervision

Environment with significantly reduced sensory stimulus

### **KS3:**

Pencelli residential

Playgrounds for year group only

### **KS4:**

Work experience

Options choices

External vocational courses

## PERSONALISED PROVISION

### COMMUNICATION AND INTERACTION

Personalised visual schedules and social stories

Access to workstations

1:1 support

Rebound therapy

Occupational therapy

Sensory integration

Speech and language therapy:

- 1:1 with therapist
- Small group sessions
- Language programme with TA
- In Class Targets

Ear defenders

1:1 during lunchtimes

Targeted EP support

Specialised and personalised management of transitions between activities

Environment with significantly reduced sensory stimulus

### SENSORY AND/OR PHYSICAL NEEDS

Physiotherapy 1:1

Physiotherapy small group

Access to hoists and individual slings

1:1/2:1 for moving around classroom/site

1:1 / 2:1 positioning

1:1/2:1 for personal care

1:1 feeding

Staff trained in manual handling

Mediation of visual / auditory environment

Occupational therapy

High tech AAC

Adapted ICT equipment

Support from advisory teachers

1:1 supervision during movement around site

Personalised PE curriculum

Indoor play

Sensory room sessions

Hydrotherapy      Individual seating

Gross motor skills programme

Fine motor skills programme

Adapted vehicle transportation

Hearing impairment support

<p><b><u>SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES</u></b></p> <p>Individual behaviour plan</p> <p>1:1 support class</p> <p>1:1 support during break / lunch times</p> <p>Intervention from Senior Management Team</p> <p>Targeted EP support</p> <p>1:1 support in Calm Zones if required</p> <p>Sensory integration</p> <p>CAMHS</p> <p>Learning Difficulties Nursing Team</p> <p>Staff trained in Team Teach</p> <p>Physical restraints to prevent harm to self or others    2:1 Support</p> <p>Work room if required to reduce stress or anxiety</p>	<p><b><u>COGNITION AND LEARNING</u></b></p> <p>Differentiated curriculum</p> <p>Personalised timetable different to class group</p> <p>Occupational therapy</p> <p>Toe by Toe</p> <p>1:1 support - phonics and literacy 20 minutes per day.</p> <p>Targeted EP support</p> <p>Sensory integration</p>
<p><b><u>MEDICAL NEEDS</u></b></p> <p>Support from specialist nurses</p> <p>Personalised and specific training for staff</p> <p>Staff trained in epilepsy</p> <p>Staff trained in use of epi-pen</p> <p>Staff trained in diabetes</p> <p>1:1 support</p> <p>1:1 support on trips</p> <p>Regular medicine administered during school day</p>	<p><b><u>OTHER</u></b></p> <p>Parent support worker</p> <p>Rebound Therapy</p> <p>Inclusion in other schools</p> <p>Horticulture</p> <p>24 hour curriculum / residential provision</p> <p>Greatwood</p> <p>Music Therapy</p>