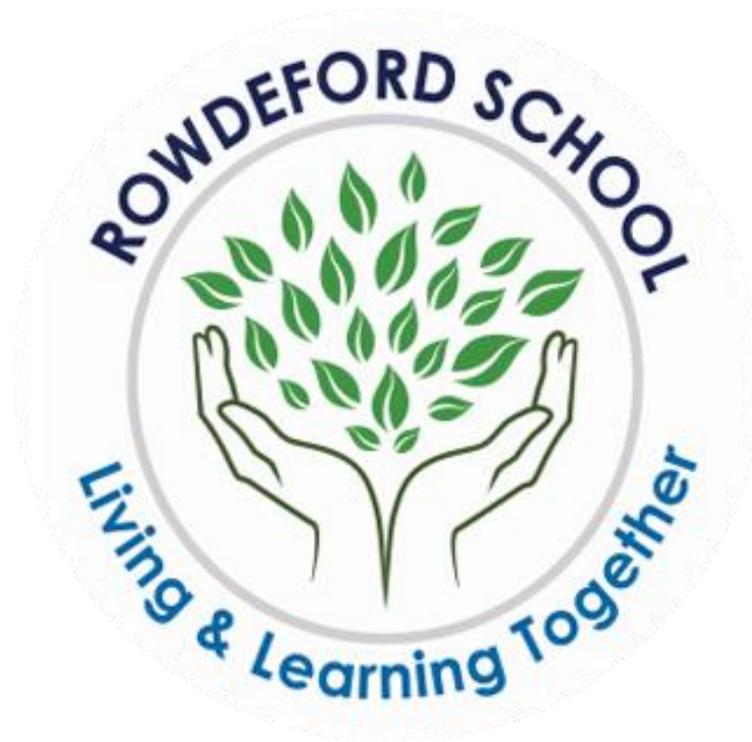


# Rowdeford School

## SEND Information Report

### 2018- 2019



***‘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 (Virgin Care) and have specialist understanding in a particular area 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 workers
- 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, 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 storytelling and 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 staff 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
- ✓ Speech, Language and Communication Difficulties
- ✓ Social Vulnerability
- ✓ Complex learning needs including severe learning 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, embracing and demonstrating the school values and there is a yearly Prize Giving Ceremony. Work is regularly selected to appear on the 'WOW' board and a fortnightly Head Teacher's Commendation award is presented.

## **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 PSHRE lessons, students are taught to respect others and their view-points. We have some different faiths represented within the school including Christian, Catholic and, Muslim

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

During the academic year 2017 – 2018, there were two formal complaints from students about other children at the school who were disrupting their learning. These issues were investigated fully, and resolved to the satisfaction of the young people concerned and their parents/carers.

There were no formal complaints from any parents or carers.

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. The Deputy Head teacher is the Designated Safe guarding lead, is very experienced, and has undertaken significant training for this role. 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 informed about any changes within the family, e.g. bereavement, and nurture groups work well. The family school support worker works in partnership with families to help resolve issues, signpost for support and offer guidance through parent support events.

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, Computing, Art, Music, Duke of Edinburgh, ASDAN and Horticulture.

There is a mixed age class, called Willow, for students who may need a more personalised approach to their learning.

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

Rowdeford School has a Family School Support Worker who has worked in the school for many years, and has a vast wealth of knowledge and experience. 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 visit please contact the school office. They will arrange for you to attend an open morning event to see the school in action and to meet with key staff. Beth Jones 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 make 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, guitar, art and drama club. Some parents and carers make 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.

## **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. Within the classroom students have access to writing slopes, height adjustable tables, writing aids and other resources to help them access learning.

## **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>SENCo</b>	Special Educational Needs Co-ordinator
<b>ADD</b>	Attention Defect Disorder	<b>AGT</b>	Able, Gifted and Talented
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>ASD</b>	Autistic Spectrum Disorder
<b>SEND</b>	Special Educational Needs and Disability	<b>BESD</b>	Behaviour, Emotional and Social Difficulties

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

## Provision

### PROVISION FOR ALL PUPILS

Class on average of 8-12 pupils  
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  
Staff trained in Emotion Coaching  
Access to 'fidget' equipment to aid concentration  
Writing slopes/height adjustable table/sit and move cushions  
EP advice and guidance  
SaLT advice guidance  
OT advice and guidance  
Low level AAC  
Makaton  
Specialist support with relationships/social skills  
Access to calm zone facility  
Supervision and support around site  
Structured and individualised curriculum  
Learning outside the classroom opportunities  
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  
Daily stilling activities  
Breakfast club

### AGE RELATED PROVISION

#### **KS3**

Agility, balance and coordination exercises  
Sheltered playground with additional supervision  
Environment with significantly reduced sensory stimulus  
A residential opportunity  
Playgrounds for year group only  
Daily fine and gross motor skills activities – Willow Group

#### **KS4:**

Work experience  
Life Skills days      Travel training  
KS3 and KS4 – A Modern Foreign Languages trip is being planned

## PERSONALISED PROVISION

<p><b><u>SOCIAL AND COMMUNICATION DIFFICULTIES</u></b>          Personalised visual schedules and social stories          Access to workstations          1:1 support to manage anxiety around changes.          Rebound therapy 1 x 30 minutes per week          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          Nurture group          Specific group sessions working on relationships and friendships</p>	<p><b><u>PHYSICAL DIFFICULTIES/SENSORY LOSS</u></b>          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 this may include peg feeding/water          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 Langham Steps          Hydrotherapy Individual seating          Gross motor skills programme          Fine motor skills programme          Adapted vehicle transportation          Hearing impairment support</p>
<p><b><u>EMOTIONAL,SOCIAL AND BEHAVIOURAL NEEDS</u></b>          Individual behaviour plan          1:1 support class          1:1 support during break / lunch times          Intervention from senior management team          Targeted EP support 1:1 support in calm zone          Designated personalised calm zone facility          Sensory integration          Staff trained in Team Teach          Physical restraints to prevent harm to self or others 2:1 Support          Thrive – 1:1 Session, Group work, assessment          Music therapy</p>	<p><b><u>LEARNING DIFFICULTIES</u></b>          Personalised timetable different to class group          Occupational therapy          Toe by toe          1:1 support - phonics and literacy 20 minutes per day.          Targeted EP support          Sensory integration          1: 1 support particularly around times of change. E.g. end of term, trips out of school, sports day, enterprise day          Pupil premium support groups</p>
<p><b><u>MEDICAL NEEDS</u></b>          Support from nurses          Personalised and specific training for staff          Staff trained in epilepsy          Staff trained in use of epi-pen          Staff trained in diabetes          1:1 support          1:1 support on trips</p>	<p><b><u>OTHER</u></b>          CAMHS Learning disabilities nurses          Parent support worker          Inclusion in another school          Rebound therapy          Inclusion in other schools          Horticulture          Off-site vocational courses</p>

<b>Regular medicine administered during school day</b>	<b>Animal care group Plus Programme MacIntyre Wiltshire Wildlife Trust Repair Academy Wiltshire College pre 16 packages</b>
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