

## Special Educational Needs & Disability Information Report

Document Number:	
Version Number:	2
Responsibility	SEND Leader
	ADMIN USE ONLY
Approval Date:	10/10/24
Approval Meeting:	RLGB 24A1
Scheduled Review Meeting:	RLGB 25A1

**Change Log:**

04/10/23: Update on SEND Numbers

03/10/24: Update on SEND Numbers  
Change of email addresses

## CONTENTS:

1. SCHOOL PROFILE	Page 4
2. WAVES OF INTERVENTION	Page 4
3. IDENTIFYING STUDENTS WITH SEND	Page 4
4. PROVISION FOR PUPILS WITH SEND	Page 5
5. PROGRESS & MONITORING	Page 5
6. ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEND	Page 6
7. TRANSITION BETWEEN PHASES OF EDUCATION	Page 7
8. STAFF DEVELOPMENT	Page 7
9. EVALUATING THE EFFECTIVENESS OF THE PROVISION	Page 7
10.CONTACTS	Page 7

## 1. SCHOOL PROFILE

- 1.1. 25.3% of the school population is on the (extended) SEN register
- 1.2. Wave 1: **11.7%** (Highlighted need and on watch list) **(0.3 decrease from previous)**
- 1.3. Wave 2: **9.5%** (formal diagnosis or ongoing support from SEND team) **(0.5% increase from previous)**
- 1.4. Wave 3: **6.7%** (EHCP) **(0.3% increase from previous)**
- 1.5. At The Romsey School we support all areas of need. The Romsey School has a specialist resource provision that serves 12 (APN) students with ASD. Admissions for the ASD Resource Provision are set and overseen by Hampshire County Council. **\*This provision is over subscribed by 42%.**

## 2. WAVES OF INTERVENTION

- 2.1. At The Romsey School we use the Waves of Intervention Model to ensure student needs are met.

Wave	Assessment & Intervention	Monitored by
1	A watch list: these pupils are not yet placed formally on the register but an area of suspected need has been raised by staff, parents or the individual. The students are highlighted to staff to ensure needs are met. Interventions are offered if required.	Staff are provided with information around of area of need and strategies to adapt teaching strategies to support. This is monitored by the teacher and discussed in year team and faculty/dept meetings.
2	Formal Diagnosis / significant outside agency support. These students are placed on the SEN register. Interventions are offered to support if required.	Staff are provided with information upon the student areas of need and support strategies. Students are discussed weekly with the SEND team and Progress Leaders. Students support and progress is discussed within Year team and Faculty team meetings.
3	Education, Health & Care Plan (or EHCP in assessment or draft phase). These students have in depth support plans and are assessed and monitored throughout the year as part of the Annual Review process.	The SENCO and AHT SEND & inclusion lead support and training on these students. Students have SEN Passports sharing targets, support plans and strategies to ensure Romsey School overcomes barriers to learning for these individuals. Staff can access support from specialist SEN keyworkers and outside agencies on request.

## 3. IDENTIFYING PUPILS WITH SEND

- 3.1. This year, in line with national statistics, we have had an increase in students with SEMH needs. This, nationally, has been put down to social communication, anxieties and health issues post-covid.
- 3.2. We have seen an increase in pupils, teachers and parents requesting support for our young people. This is seen in the referrals to the SEND department, requests with support from outside agencies and requests for needs assessments & EHCPs.
- 3.3. Children in school receive support in the following ways:
  - Wave 1: The children's needs are highlighted as part of our extended (informal)SEN register /watchlist and High-Quality Teaching strategies will support the needs of these children. Teachers and tutors can access advice from any member of the SEN team as well as their Progress Lead to support the child's needs. Interventions by the school SEND team are available to Wave 1 students on request.
  - Wave 2: Children will either have a formal diagnosis OR outside agency involvement, significant needs above W1. The child's Progress Leader will lead on the support for Wave 2 children. Appropriate interventions are offered to Wave 2 students. The Graduated Response as set out in the Send Code of Practice is used to monitor these students.

- Wave 3: EHCP (inclusive of draft EHCP). The SEND team lead upon the support and interventions for Wave 3 students. The impact of the intervention and provision is monitored through both Graduated Response and EHCP Annual Review

## 4. PROVISION FOR PUPILS WITH SEND

4.1. The SEND Team at Romsey School is made up of 4 areas of the school, all strategically lead by AHT: Send & Inclusion. The 4 Areas are:

- Learning Support (Kerryn Thomas)
- ASD Resource Provision/ The Base (Donna Page)
- The NEST (Donna Page)
- The Beacon (Donna Page/Kerryn Thomas)

4.2. As part of the SEND provision, we meet student need through targeted intervention. We have 33 types of therapy currently on offer plus support from external agencies.

4.3. At The Romsey School:

- All children are valued equally regardless of their abilities.
- All children are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- We promote independent learning – this can be challenging for some of our vulnerable pupils, but with the school and parents working together, alongside effective LSA support and quality first teaching this can soon be achieved.
- All students with SEND are fully integrated into the mainstream school. All students have access to curriculum, enrichment and extra curricular activities including residential trips. Members of the SEND departments have visited Iceland (including climbing a glacier), Dorset and Devon for residential trips this year.

4.4. Every effort is made to meet a wide range of needs.

- Timetables are personalised
- Advice is sought from external agencies.
- Individual adaptations to the curriculum are made for pupils when appropriate.
- In-class support (this is not always on a 1-1 basis)
- Differentiation of resources – content, process, product and learning environment
- Withdrawal for small group/individual work/tuition
- Wide range of interventions
- Tutor time support
- Testing procedure for access arrangements for examinations.
- External & Internal specialist Speech and Language Support
- External & Internal specialist Occupational Therapy Support

4.5. Additional support

- Pupils with an EHCP may be allocated support from an LSA in specific areas of the curriculum. (This is not always in the form of 1-1 support.)
- Support is discussed with curriculum managers and parents to establish agreed areas of concern. The SENDCO/AHT SEND & Inclusion reviews and monitors progress of individuals both formally and informally as a matter of course.
- The school employs a specialist teacher assessor to ensure access arrangements for formal exams are available for those pupils who meet criteria. Assessments usually take place towards the end of KS3 and parents are informed of the outcome.

## 5. PROGRESS AND MONITORING

5.1. Please see section 1 & 2 (specific monitoring for EHCP students)

## 5.2. Mainstream school

5.2.1. The SENDCO and AHT SEND & Inclusion reviews and monitors progress of pupils both formally and informally throughout the year.

5.2.2. The SENDCO and AHT SEND & Inclusion have regular contact with external Support Agencies. The agencies vary according to the needs of the pupils but a "core support team" include:

- Hampshire Educational Psychology Service
- Hampshire Ethnic Minority Achievement Service
- Educational Welfare Service
- Hampshire SEND Teacher Support Services (Specialist Teacher Advisers)
- Speech and Language Therapists
- School Nurse
- Child and Adolescent Mental Health Service
- Occupational Health
- Occupational Therapists

5.2.3. To improve the continuity of experiences and learning with SEND the SENDCO passes relevant documentation to key personnel in Post 16+ establishments and when needs cannot be met in mainstream, to assist in identifying Special Schools. Transition begins as early as is necessary for each individual child and visits are planned, and contact made with key individuals for our pupils to identify with once entering the college environment.

5.2.4. Mainstream process is mirrored with The Nest and The Beacon.

## 5.3. The ASD Resource Base

5.3.1. The ASD Resource lead reviews and monitors progress of their pupils both formally and informally regularly. Academic monitoring is discussed termly with teachers and Progress Leads at whole school reporting intervals. If progress is highlighted by a teacher as a concern more regular reporting and monitoring is put in place.

5.3.2. Non-academic progress is also monitored through bespoke tracking software and live data tracking developed by The Romsey ASD Resource Base. The ASD Resource Lead is in regular contact with external Support Agencies. The agencies vary according to the needs of the pupils but a "core support team" include:

- Hampshire Educational Psychology Service
- Hampshire Ethnic Minority Achievement Service
- Educational Welfare Service
- Hampshire SEND Teacher Support Services (Specialist Teacher Advisers) Speech and Language Therapists
- School Nurse
- Child and Adolescent Mental Health Service
- Occupational Health
- Occupational Therapists

# 6. ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEND

## 6.1. Mainstream school

6.1.1. Students with SEND needs (Wave 1 & 2) can apply through the usual admissions process. As part of admissions meeting (if in year admissions or not as part of year 7 transition), student needs are discussed and a meeting with the SENCO is set (if appropriate). The year 7 transition has several information sharing meetings to ensure the school has a good picture of student need

6.1.2. If the child holds an EHCP admissions will be decided through the local authority consultation panel. During this process information sharing and meetings are held with parents/carers, previous/transferring school and the SENCO.

## 6.2. The ASD Resource Base

6.2.1. The RP admissions are run through the LA consultation panel. During this process information sharing and meetings are held with parents/carers, previous/transferring school and the ASD RP Lead.

## 7. TRANSITION BETWEEN PHASES OF EDUCATION

- 7.1. The strong liaison programme with feeder schools highlights the needs of the new intake. This is undertaken by the SENDCO/ RP Lead. Schools are contacted within the academic year before the pupils arrive, visits to Primary Schools are scheduled, extended transition visits are organised and meetings with parents are arranged for our more vulnerable pupils. This enables us to have as much information as possible to ensure that the staff are fully equipped to meet the learning differences of our new pupils and be supported where necessary.
- 7.2. To improve the continuity of experiences and learning with SEND the SENDCO passes relevant documentation to key personnel in Post 16 establishments and when needs cannot be met in mainstream, assist to identify Special Schools. Transition begins as early as is necessary for each individual child and visits are planned, and contact made with key individuals for our pupils to identify with once entering the college environment

## 8. STAFF DEVELOPMENT

- 8.1. Whole school development for this year is centred around improving outcomes for SEND and disadvantaged students through the use of school based 'Research Lead Teams'.
- 8.2. A robust programme of staff development for all Romsey School Staff is provided throughout the year. Staff also have access to the SEND teams for advice throughout the school day and across the year.
- 8.3. Specific SEND staff Professional Development
  - 8.3.1. 12 hours of professional development have been planned over the year for LSAs:
    - The role of the key worker - best practice
    - EBSA & Anxiety (External Provider)
    - Sensory Integration (Run by Occupational Therapist)
    - Working Memory (Run by Occupational Therapist)
    - Exam Invigilation Training (Exams Officer)
  - 8.3.2. We have also provided development for individual staff in the following:
    - Drawing & Talking Intervention
    - Therapeutic Storytelling
    - HLTA
    - ELSA
    - Cognitive Behavioural Approaches
    - NaSENCo

## 9. EVALUATING THE EFFECTIVENESS OF THE PROVISION

- 9.1. The Romsey School has a robust self-evaluation process.
- 9.2. Governors and Trustees hold the SEND departments to account and meet regularly to ensure the provision is effective.
- 9.3. The Governor for SEND is [Sarah Pearson: spearson@theromseyschool.org](mailto:spearson@theromseyschool.org)
- 9.4. The SEND Department, NEST (SSC) and ASD RP have been evaluated by two outside reviews in 2022. Please contact for further information.

## 10. CONTACTS

- 10.1. Mrs D Gale-Page (AHT Send & Inclusion) can be contacted on 01794 512334 or [dgpage@theromseyschool.org](mailto:dgpage@theromseyschool.org)
- 10.2. Mrs K Thomas SENDCO (for pupils in the mainstream school) can be contacted on 01794 512334 or [kthomas@theromseyschool.org](mailto:kthomas@theromseyschool.org) / [senco@theromseyschool.org](mailto:senco@theromseyschool.org)
- 10.3. For complaints, please see the school complaints policy if the contacts above cannot satisfy your complaint.