

SEND Information Report

Royds Hall recognises the achievements and abilities of all of our students. We value the contributions that every child can make and welcome the diversity of culture, religion and learning style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All students with SEND are valued, respected and equal members of the school. As such, provision for students with SEND is a matter for the school as a whole. 'All teachers are teachers of students with SEND'

Special Educational Needs and Disability (SEND) provision at Royds Hall is overseen by the Senior Leadership Team (SLT) and co-ordinated by the Special Educational Needs Co-ordinator (SENCO). SEND provision is regularly monitored, reviewed and evaluated by this team and the school's governing body receives regular updates on how individual needs are being met and how SEND funding is spent.

All pupils at Royds Hall are treated according to their individual needs and teaching staff, with the support and guidance of the SENCO, plan an appropriately differentiated curriculum for pupils with SEND to ensure High Quality Teaching. Clear additional needs plans are put in place, which are shared with relevant staff and regularly reviewed and adjusted as students' progress. Teachers are provided with pupil profiles detailing advice and strategies on how best to meet the needs of the students. These often incorporate specialist advice. Regular assessment and feedback is used to inform these reviews. The student's and family opinions are also gathered, ensuring that they are directly involved as a partner in their learning and reviews are person centred.

<p>What types of SEND do we provide for?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Royds Hall have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
<p>How do we identify and assess pupils with SEN</p>	<p>All teachers are teachers of children with special educational needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for students with SEND, and are actively involved in the review process. When a student first joins Royds Hall we use information from a range of sources to help identify SEND. These include information from parents/carers; primary school/ previous school teachers; standardized reading tests, numeracy tests and subject teachers . We may also seek information from specialist colleagues such as Specialist Provision outreach teams or other external agencies.</p> <p>The Head of Year and Faculty/Subject Leaders also monitor the progress of all students, including those with additional needs.</p> <p>All students with SEND are identified on the school SEN register which is shared with all staff. Teachers are also provided with detailed profiles of students to help them to tailor their lessons to meet individual needs. If appropriate, targeted interventions are planned and delivered.</p>
<p>Who is our Special Educational Needs Co-Ordinator (SENCO) and how can he/she be contacted?</p>	<p>The SENCO is Emma Canetti who can be contacted by telephone on 01484 463366 or alternatively by email at emma.canetti@sharemat.co.uk. The teacher in charge of our specialist provision for Complex Communication and Interaction is Emma Borg and she can be contacted by email; emma.borg@sharemat.co.uk. Director of Safeguarding and SEMH is Nikki</p>

	<p>Wood and she can be contacted on nikki.wood@sharemat.co.uk. Our Senior Leadership Team oversees the department</p>
<p>How we make provision for pupils with SEND, (for students both with or without EHCPs)</p>	<p>We follow the graduated approach of assess, plan, do, review. Students on the SEN register, whether or not they have an EHCP are monitored and reviewed according to their individual plans to check the progress they have made. These are then adjusted accordingly.</p> <p>All students are supported in lessons through differentiation and High Quality Teaching. We have a comprehensive referral system where any subject teacher or other staff involved with the child can refer the student to the SEN team should they have concerns.</p> <p>Our SEN register has students recorded at EHCP, SEN Support and a watch list sits below this. These are students that we are monitoring and may be providing some advice and guidance to teachers or delivering initial intervention for. If at any point students need to progress through the SEN register we may need to make additional provision</p>
<p>What Interventions you provide and their impact</p>	<p>We provide a number of interventions across school in addition to our High Quality Teaching and differentiation. Some of our interventions are delivered in small groups and some are more personalised to the individual needs of the student. We run a small group literacy programme, IDL, which help students improve their reading and spelling through the use of sight, sound, touch and voice. To support the development of comprehension skills, we deliver Reciprocal Reading sessions</p> <p>We have a highly trained team of support assistants and these support a number of students across the curriculum who require extra adult support in lessons at times. This support is designed with the aim to increase independence. We also supply specific advice and guidance to teachers on how best to meet the needs of individual students. These are accessible to every member of staff through the school Class Charts system.</p> <p>Our students with EHCPs will receive a key worker who will have an overview of the student's progress and will tailor weekly sessions to meet their individual needs and support them to build independence through their school journey.</p>

	<p>We deliver speech and language intervention programmes as directed by the speech and language therapist through their episode of care. These are sometimes in small groups or an individual basis working on language curriculum, vocabulary and social use of language.</p> <p>Other programmes we run include PE activities, GRIT (in conjunction with the local fire service) and the Social Use of Language Programme.</p> <p>The Wellbeing team support students with SEMH needs through a series of 1:1 interventions such as Emotional Regulation, Why Do I Worry and Drawing and Talking Therapy. The team also complete weekly check-ins with students and daily lesson drop ins to support them with their SEMH needs. Each Wednesday the Wellbeing Team hold an open door Wellbeing Clinic after school for staff to come and discuss any student where they have concerns about their emotional wellbeing. Support is also available for students at break and lunchtime on a drop in basis.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching. The SLT and quality assurance team have a rigorous programme of observations and work scrutiny throughout the year to monitor the quality of teaching and learning. Each department area has a responsibility to monitor and analyse the data to ensure students with SEN are making good progress. A programme of CPD is delivered to all teaching and support staff to equip them to meet the needs of students with SEN. The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA</p>

	<p>Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person’s needs are more complex, we will make steps towards a Support Plan to record outcomes, provision, resource and strategies in place. The school takes a graduated approach, starting with ensuring High Quality Teaching. Through the system of assess, plan, do, review, different intervention models will be explored, firstly by the subject teacher and graduated steps towards specialist interventions, if these are deemed appropriate. Subject teachers contribute use the targets and pupil profiles to inform their planning of lessons. These are reviewed annually and more frequently when necessary.</p> <p>The school has access to Specialist Provision teams who can offer support and guidance for students with more complex needs. Students with SEMH difficulties can receive targeted support from external agencies through Single Point Referral, in addition to the support provided by our wellbeing team in school. Some children and young people on the SEN Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>All of our students follow a mainstream curriculum which is adapted by the subject teacher to meet the individual needs of all students. Advice and guidance is given to teachers on how best to meet the needs of students with additional needs. Some students will require bespoke, additional</p>

	<p>intervention to meet their needs alongside high quality teaching. Our options choices are designed to provide a broad and balanced curriculum for every level of learner. We have a range of different facilities to help SEND students throughout our school, for example, disabled toilets and designated social spaces and provisions. An Accessibility Plan is in place. The Wellbeing team support staff through the weekly wellbeing clinic, and advise of strategies to support students with SEMH needs. This is followed up by class drop in's, and regular updates to students Pupil Profiles.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>Our pastoral system follows year group tutoring which ensures that all students are supported to integrate into the wider school community effectively</p> <p>Students with special educational needs and disabilities are actively encouraged to participate in our full range of extracurricular activities, such as our Duke of Edinburgh Award scheme and running club. Additional post 16 visits for students with additional needs are organised to colleges in the local area to ensure students have clear transition plans in place. All children in the school are encouraged to take part in extra curricular activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p> <p>We also have a wide range of activities to support SEND students including Sport Club, Homework Club, Games Club, Break Time Social Club and Breakfast Club. Mindful Monday and Thoughtful Thursday Clubs are offered by the wellbeing team. Special Educational Needs and Disabilities are not a barrier to participation at Royds Hall.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>We work in partnership with our parents and families to ensure they are fully informed about all matters relating to SEND. All children that have an Education Health Care Plan and some children that are at SEN support have a named key worker who will contact parents and carers on a regular basis. We use students' planners to communicate messages home and operate an online tool "Class Charts" to communicate with parents and families about homework and behaviour.</p>

	<p>Children on the SEN register have annual reviews in which their progress and provision are reviewed in collaboration with the child and their family. In addition to this there are opportunities for parents to meet subject teachers, annually at parent's evening, The school also has a strong pastoral team in which every student belongs to a year group and the Head of Year has an overall responsibility for pastoral care of their students.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>We have a team of senior students that are given leadership opportunities across school. We carry out regular student voice activities and students views are gathered and used to shape future provisions. Our senior students give prospective new students a tour of the school and welcome visitors. We conduct regular student voice to consult all students on their views, including those with SEND. Students are always invited to their annual EHC and MSP reviews and a great deal of emphasis is placed on their voice</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The school closely monitors the progress of all students. Data is collected at regular intervals through the school year and data sheets are sent home to parents. If there are any subject areas where a student is not making the expected progress, a plan for intervention will be made. Subject teachers are accountable for the progress of the students in their class. They will oversee the work of the support staff in their lessons and collaborate with any specialist staff.</p> <p>The school takes a graduated approach, starting with ensuring there is high quality teaching for all.</p> <p>The SLT have a rigorous programme of quality assurance and as part of this observations throughout the year monitor the quality of teaching and learning. SEND is a key area within this. Through the system of assess, plan, do, review, intervention will be firstly explored by the subject teacher or member of the SEND team and graduated steps towards specialist interventions if deemed appropriate. These will be monitored and recorded on a provision map which is shared with all staff.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We have carefully planned transition arrangements for students joining the secondary school at year 7 and leaving at year 11. There is a transition process at the end of the summer term for our new Year 7 students. In</p>

	<p>addition to this, our head of year makes visits to all of the local primary feeder schools and gathers information to be shared with teachers and the SENCO. We also attend some of the annual reviews of students in year 6 to ensure that there is a smooth, carefully planned transition for our students with special educational needs. All children with Education Health Care Plans are invited to an additional transition day which accompanied by a key member of staff from their primary school. This gives us an opportunity to get to know our students and share good practice with the key members of staff from the primary school. On this transition day students will be introduced to their key worker and parents are issued their contact details in case they have any worried or questions before their child joins us in the summer term. We also hold an annual parent event for the year 6 parents shortly after this transition day, in which we invite parents into school and encourage parents to network, meet key SEND staff and feel ready for the transition to high school.</p> <p>We have excellent relationships with local colleges and post 6 providers. We invite the careers advisors to attend the annual reviews of our year 9, 10 and 11 students and parents and students are well informed of the choices available for the next phase of their education.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>The ERIC (SRE, PSHE and citizenship) curriculum across Year 7-11 provides careers modules which work towards a smooth transition to further education or work based placements. The school has a school based careers advisor who offers both group and individual advice. Students have the opportunity to visit local colleges and representatives from the colleges visit school.</p> <p>The school has excellent links with colleges and other post 16 providers. We make transition arrangements for students with SEND. We also seek specialist careers guidance for these students and support families in making choices.</p>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>We support our students by assigning them to a form tutor and form time sessions take place at the start of each day. In addition to this all students with a statement or Education Health Care Plan and some students on SEN support will receive a key worker who is a link between parent, home and</p>

	<p>school. Key workers meet up with their key students regularly and support them in their emotional well-being as well as providing curriculum support. Key workers also attend review meetings.</p> <p>The school has a Wellbeing provision that supports the social & emotional well-being and mental health of students. The team offers both individual and group work for students. We also have excellent relationships with a number of external agencies, for example: CAMHS and Educational Psychology Service.</p> <p>Royds Hall places young people’s emotional wellbeing as a priority and the senior leadership team champion and promote Emotional Wellbeing. This covers a referrals process, consultations & interventions. We deliver interventions across all age groups to meet a wide range of SEMH needs. CPD training is delivered across whole school staff to ensure that skills are shared and a consistent approach is used with children who need support with emotional and social development. In addition, the Wellbeing staff are trained in the areas of emotional wellbeing including anxiety, self-harm, and emotional regulation. There are regular meetings to review and discuss support for students across a number of teams, to ensure the correct provision is in place.</p> <p>The school is part of the second wave of the Mental Health Support Team project for schools, and has access to an Educational Mental Health Practitioner, and a Community Emotional Health Worker. The SEMH co-ordinator meets tri-weekly with the EMHP to discuss referrals. There is also a training programme which has been developed by the Educational Psychology team attached to the project which provides a significant amount of high level training and supervision for key staff in school.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>Our SENCO has completed the National Award in SEN coordination and holds a number of specialist teaching qualifications including PGCert SPLD Dyslexia AMBDA award and speech and Language certificate. Our deputy SENCO is undertaking the NASENCO award. The school has members of the ETA team that have gained their HTLA status. Our specialist literacy HLTA also has a Level 7 qualification in dyslexia. As</p>

	<p>members of staff are trained in psychometric testing at level 7, this enables out exam access arrangements to all be done within school. A large number of staff have gained a specialist qualification in speech, language and communication qualifications. This expertise is disseminated throughout the whole school. Through in-house and input from outside providers, we also have high levels of expertise in the understanding of SEMH needs and have robust systems in place to support and monitor children whose barriers to learning lie in this area. Our SEMH Co-ordinator and Teaching Assistant hold various qualifications in emotional wellbeing and development of young people, including counselling skills and mental health first aid. They have accessed training for each of the interventions that is delivered to students They work alongside the Pastoral staff and form part of the Safeguarding team in school.</p>
	<p>Royds Hall is the base for a specialist provision for young people with complex difficulties in communication and interaction, which includes autism. Students in the Provision follow an academic pathway and access the mainstream school. The Specialist Provision have a limited number of places for students who are considered to be the most complex within the Kirklees area who would benefit from additional bespoke support and these are allocated by SENACT.</p> <p>Students are assessed on entry and support allocated according to need. A range of support is available including in-class, individual, or small group teaching. Students have access to a Social Communication and Language Programme led by the Speech and Language Therapist and delivered by senior staff within the Provision. We also have access to a sensory OT who works with the team termly and regular support from our own Educational Psychologist.</p> <p>In the Specialist Provision we adopt a person-centred holistic approach to support our students throughout their education. Regular meetings are held with parents and professionals to ensure that the needs of the students are met, monitored and reviewed. A range of external agencies offer extended support and advice. These include a Speech and Language</p>

	<p>Therapist, Careers advisor, and Outreach support from members of the Visually Impaired and Hearing Impaired services.</p> <p>Staff take responsibility for their own professional development and for keeping themselves up to date with the latest professional developments. In addition, all our staff follow a robust training programme in conjunction with the SEND department which is delivered by a variety of professionals. All Specialist Provision staff hold a minimum of a level 2 qualification in autism. All staff are trained in emotional regulation, sensory awareness and managing autism and anxiety.</p> <p>In addition to any teaching qualifications and experience, specialist teachers are expected to hold a post graduate qualification in Autism, accredited by Birmingham University. The Teacher in Charge has an MA in SEN and is a qualified ELKLAN tutor.-All the SP team are also trained in Lego therapy and all staff undertake the Team Teach Training</p> <p>Specialist teachers also deliver outreach support to other schools in Kirklees. They offer advice, support and strategies to schools, teachers and support staff and we liaise closely with other professionals to ensure the best outcomes for the all students.</p>
<p>How will we secure specialist expertise?</p>	<p>All teachers and members of support staff are invited to make ANT referrals to the SENCO should they have any concerns about a student. Should it be appropriate, the SENCO can make referrals and seek advice from outside agencies and specialist services. We work closely with educational psychologists, speech therapists, CAMHS, CHEWS and all Kirklees specialist provisions including visual and hearing impaired service.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>The school has access to a range of specialist services that can advise on specialist equipment to meet the needs of our students. This includes working alongside our colleagues from hearing and visual impairment specialist provisions and outside professionals in assistive technology. If you think your child needs specialist equipment please contact the SENCO.</p>

<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>The school works closely with a number of outside agencies including healthcare, CAMHS, SALT (Speech and Language Therapists) and the Educational Psychological service.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>The effectiveness of our SEND provision is evaluated through both internal and MAT Quality Assurance programme. We commission external reviewers to provide impartial feedback on the quality of the SEND provision at Royds Hall.</p>
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>Please contact the subject teacher or a member of our SENCO team; Emma Canetti, Nathan Inman or Tom Shires in the first instance.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>If you have any concerns you can contact the head of year who is responsible for pastoral care. Alternatively you can contact the key worker or our SENCO team.</p>
<p>What support services are available to parents?</p>	<p>KIAS is a statutory, free, impartial and confidential service, working with Parents/Carers, Children and Young People http://www.kias.org.uk/</p> <p>(SENACT) SEN Assessment and Commissioning Team are available to offer advice to parents of students with SEND at senact@kirklees.gov.uk or telephone 01484 221000</p> <p>PCAN (Parents of Children with Additional Needs) They are the independent, parent-led forum in Kirklees for all parents and carers of children and young people with additional needs aged from birth to 25 years. info@pcankirklees.org</p>
<p>Where can the LA's local offer be found?</p>	<p>https://www.kirkleeslocaloffer.org.uk</p>
<p>Additional learning opportunities for people with SEND</p>	<p>Our SEND students are part of the whole school programme of extended learning and are well represented at sporting events, Duke of Edinburgh and other out of school visits. Specifically, the SEN team run a games club every lunch time where students are invited to build their social skills and learn how to play a range of card and board games. We also have a lunch and break time social area in the ANT room or an outside base in the mansion garden for our more vulnerable students that would prefer a quieter space to socialize. There is also a running club which is supported for students with additional needs but also open to any student. We run</p>

	<p>the GRIT programme in coordination with West Yorkshire Fire Service, specifically for our vulnerable students that would benefit from building their self-esteem. The wellbeing team offers a break and lunch club twice a week for students to eat lunch together and play games, they also operate an open door policy every break and lunchtime if students need someone to talk to.</p>
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