

SEN Information Report

Royds Hall Share Academy recognises the achievements and abilities of all of our students, valuing our students and supporting their personal best. 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 SEN 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 students at Royds Hall are treated according to their individual needs and teaching staff, with the support and guidance of the SENCO, plan an appropriate curriculum, scaffolded for students with SEND to ensure high quality teaching for all. 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 student 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 Special Education Needs and Disabilities (SEND) when they have a significantly greater difficulty in learning than the majority of children the same age or they 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>Royds Hall currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> o Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties o Cognition and learning, for example, dyslexia, dyspraxia o Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) o Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy o Moderate and multiple learning difficulties
<p>How do we identify and assess students with SEND?</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 making provision for students with SEND, and are actively involved in the review process. When a student first joins Royds Hall Academy we use information from a range of sources to help identify SEND. These include information from parents/carers; primary school teachers; standardised 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. the Head of Year and Faculty Head’s and 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.</p> <p>We will assess each student’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. teachers will make regular assessments of progress for all students and identify those whose progress:</p> <ul style="list-style-type: none"> o Is significantly slower than that of their peers starting from the same baseline o Fails to match or better the child’s previous rate of progress

	<ul style="list-style-type: none"> o Fails to close the attainment gap between the child and their peers o Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</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 SENCO role will be temporarily taken over by Nathan Inman nathan.inman@sharemat.co.uk from November 2022. 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 is Joanne Thompson and she can be contacted on joanne.thompson@sharemat.co.uk Our Senior Deputy head teacher Emily Devane oversees the departments emily.devane@sharemat.co.uk</p>
<p>How we make provision for students 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. All students are supported in lessons through differentiation and Quality First Teaching. We have a comprehensive referral system where any subject teacher can refer the student to the SEND team should they have concerns. Our SEN register has students recorded at `EHCP, SEN Support and an internal school 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 scaffolding. Some of our interventions are delivered in small groups and some are more personalised to the individual needs of the student. We run a literacy catch up programme and within that sits a number of literacy interventions. We have a computerised group literacy programme IDL which help students improve their reading and spelling through the use of sight, sound, touch and voice. We run an intensive phonics programme; Fresh Start aimed at struggling readers who may not have reached required levels to fully access the curriculum. We also provide bespoke literacy interventions and reciprocal reading groups for other reading difficulties. We have a highly trained team of support assistants and these support a</p>

	<p>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. Our students with EHCPs and some of our high need SEN support students 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. These are sometimes in small groups or an individual basis working on language curriculum, vocabulary and social use of language. Other programmes we run include PE activities, GRIT (in conjunction with the local fire service) Preparing for Adulthood sessions and a range of SEMH interventions.</p>
<p>What is our approach to teaching students with SEND?</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 faculty 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 SEND.</p> <p>The school may decide, in collaboration with the parent/carer, to place a student 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 Guidance (see page 14 Children & Young People with SEND; 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 Quality First 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 student profiles to inform their planning of lessons. These are reviewed annually and more frequently when necessary.</p>

	<p>The school has access to Additional Resourced Provision teams across the local authority, who can offer support and guidance for students with more complex needs in the areas of communication and interaction, cognition and learning, social emotional and mental health and sensory and physical. Some children and young people on the SEN Register may have more significant SEN, 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 teacher on how best to meet the needs of students with additional needs. Some students will require bespoke, additional 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.</p>
<p>How do we enable students with SEND to engage in activities with other students 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. The tutor programme contains sessions on reciprocal reading, personal development, assemblies and mentoring sessions.</p> <p>Students with special educational needs and disabilities are actively encouraged to participate in extracurricular activities, such as our Duke of Edinburgh Award scheme. 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 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. Special Educational Needs and Disabilities are not a barrier to participation and we actively encourage participation of all.</p>

<p>How do we consult parents of students 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 students 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. Students are always invited to their annual reviews and a great deal of emphasis is placed on their voice</p>
<p>How do we assess and review students' progress towards their outcomes?</p>	<p>The school closely monitors the progress of all students. Data is collected every half term and data sheets are sent home at the end of the half term. 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. The school takes a graduated approach, starting with ensuring there is high quality teaching for all.</p> <p>The Senior Leadership Team (SLT) have a rigorous programme of quality assurance and as part of this observations throughout the year monitor the quality of teaching and learning. These are triangulated with work scrutiny, student voice and analysis of a range of data. 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 SEN team and graduated steps towards specialist interventions if deemed appropriate. These will be monitored and recorded on a provision map.</p>
<p>How do we support students moving between</p>	<p>We have carefully planned transition arrangements for students joining the secondary school at year 7 and leaving at year 11. The whole school has a transition period at the end of the summer term in which year 6 students move up into the secondary school. In addition to this, our head of year makes visits to all of the local primary feeder schools and gather information to be shared with teachers and the SENCO. We also attend some of the annual reviews of students in</p>

<p>different phases of education?</p>	<p>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 and some of our high needs SEN support students 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 have excellent relationships with local colleges and post 16 providers. We invite specialist careers advisors to attend the annual reviews of our year 9, 10 and 11 reviews and parents and students are well informed of the choices available.</p>
<p>How do we support students preparing for adulthood?</p>	<p>The Personal Development curriculum provides careers modules which work towards a smooth transition to further education or work based placements. The school has a careers advisor who offers both group and individual advice. Students have the opportunity to visit local colleges and representatives from the colleges visit school. The SEND team offer a programme of Preparing for Adulthood intervention sessions which are bespoke to the needs of the SEN students. They cover activities and topics such as shopping, banking, independent travel and living. 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 students with SEND to improve their emotional and social development?</p>	<p>We support our students by assigning them to a form tutor who will remain with them as they progress up through the school. In addition to this all students with an Education Health Care Plan and some students on SEN support will receive a key worker who is a link between parent, home and school. Key workers meet up with their key students regularly and support them in their emotional well-being as well as providing some curriculum and enhanced pastoral support. Key workers also attend review meetings.</p> <p>The school has a base named Wellbeing that supports the social & emotional well-being and mental health of students. The team offers both individual interventions and group work sessions for students in all year groups and we liaise closely with the Pastoral team and Additional Needs team in identifying students who would benefit from these. We also have excellent relationships with a number of external agencies, for example: Child and Adolescent Mental Health Service (CAMHS) and the Educational Psychology Service. We have a team of Educational Mental Health Practitioners who work with us through the Mental Health Support team and can provide additional support to students and their families.</p> <p>Royds Hall Academy places young people's emotional wellbeing as a priority and all staff in school champion and promote Emotional Wellbeing. We have staff trained in Mental Health First Aid for both youths and adults and continued</p>

	<p>professional development (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, including the development of whole school Emotion Coaching approach. In addition, the Emotional Wellbeing staff have more in depth training in the areas of emotional wellbeing including anxiety, self-harm, anger, behaviour and attachment and lead interventions to support students with needs in these areas. Consultations and supervision sessions are held on a fortnightly basis to discuss students who may benefit from extra support.</p>
<p>What expertise and training do our staff have to support students 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 has also completed the NASENCO award. The school has 2 members of the Educational Teaching Assistant (ETA) team that have gained their HLTA status. Our specialist literacy HLTA also has a Level 7 qualification in dyslexia. As two of our members of staff are trained in psychometric testing at level 7, this enables our 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 behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.</p> <p>Our Director of Safeguarding and Wellbeing, Social Emotional and Mental Health (SEMH) Co-ordinator, Senior Lead Mentor and Mentor hold various qualifications in emotional wellbeing and development of young people, including counselling skills and mental health first aid. They work alongside the Pastoral staff and form part of the Safeguarding team in school.</p>
	<p>Royds Hall houses a base for an Additional Resourced Provision in Kirklees for students with Complex Communication and Interaction Needs. Students in the Provision follow an academic pathway and access the mainstream school, and also offer bespoke interventions to support mainstream learning alongside specialist interventions for communication and interaction. The Additional Resourced Provision has a limited number of places for students who are considered to be the most complex students within the Kirklees area who would benefit from additional bespoke support and these are allocated by SENDACT.</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.</p>

	<p>In the Additional Resourced Provision we adopt a person-centred holistic approach to support our students throughout their education. Regular meetings are held 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 Therapist, a sensory Occupational therapist (OT), a SEND Careers advisor, and Outreach support from members of the Visually Impaired and Hearing Impaired services, as well as regular input from an Educational Psychologist, all of whom regularly meet with the teacher in charge to offer additional support to students in the provision.</p> <p>Staff take responsibility for their own learning 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 Additional Resourced Provision staff hold a range of qualifications related specifically to communication and interaction. 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 Masters Degree (MA) in SEN. We have staff who are trained in Lego Therapy, Elklan, Speech and Language including phonics and all staff have completed the Autism Spectrum Disorder (ASD) awareness course.</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 (Additional Needs Team) 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, Child and Adolescent Mental Health Service (CAMHS), Children’s Emotional Wellbeing Service (CHEWS) and all Kirklees Additional Resourced Provisions.</p>
<p>How will we secure equipment and facilities to support</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>

students with SEND?	
How do we involve other organisations in meeting the needs of students with SEND and supporting their families?	The school works closely with a number of outside agencies including healthcare CAMHS, SALT (Speech and Language Therapists) and the Educational Psychological service. We invite all professionals involved in the care of students to EHCP reviews and collect written reports where they are unable to attend.
How do we evaluate the effectiveness of our SEND provision?	The effectiveness of our SEND provision is evaluated through the MAT Quality Assurance programme. We commission external reviewers to provide impartial feedback on the quality of the SEND provision at Royds Hall.
How do we handle complaints from parents of children with SEND about provision made at the school?	Please contact the subject teacher or a member of our SENCO team; Emma Canetti, Nathan Inman or Tom Shires in the first instance.
Who can young people and parents contact if they have concerns?	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>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 students with SEND</p>	<p>Our SEND students are part of the whole school programme of additional learning and are well represented at sporting events, Duke of Edinburgh, Bushcraft residential and other out of school visits. Specifically, the SEND 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. We have run the GRIT programme in coordination with West Yorkshire Fire Service and aim to again when covid regulations allow them to offer this, specifically for our vulnerable students that would benefit from building their self-esteem. The Bridge offers a break and lunch club daily 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>