

**The Rosebery SEND offer - Responses to the 14 Questions 2019**

<p><b>1</b></p>	<p><b>How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<p>Rosebery liaise directly with all of our feeder schools and SEND files are transferred across to us so we can ensure a smooth transition is made. Parents are also invited to inform us of any SEND issues/concerns through the standard registration documents and this is considered and investigated where appropriate.</p> <p>Prior to students starting in Y7 we consider the KS2 data from SAT's and record this on the Inclusion register. Once starting at Rosebery students complete reading and spelling assessments to inform us of their reading and spelling ages as well as the maths department completing a numeracy assessment to highlight specific needs in this area.</p> <p>The SEND policy outlines the referral process further.</p>
<p><b>2</b></p>	<p><b>How will school college staff support my child/young person?</b></p>	<p>Students that are identified with SEND are placed on to the Inclusion register and their level of need is stated. Wave 1 is a monitoring level, Wave 2 is a more targeted level of support and wave 3 is a specialist level of support typically engaging with outside agencies and often resulting in an Education, Health and Care Plan (EHCP). All SEND students have a one page profile which is a document that outlines their needs and the specific strategies to put in place to support their progress. Students at Wave 2 or above have SEND support plans with individualised targets for that child, which are reviewed and updated twice yearly.</p> <p>Progress of SEND students is predominantly the responsibility of the SENCO but she liaises closely with their HOY and class teachers.</p>
<p><b>3</b></p>	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<p>All teachers are expected to differentiate for the needs of SEND students and information is provided for teachers outlining appropriate general and specific strategies. Appropriate training is provided in order to support this. Learning Support Assistants are deployed as an additional support but this is mostly to classes which have students with an EHCP. Setting operates within the Maths and Science Departments from Year 7, otherwise teaching at KS3 takes place mostly within mixed ability groups. At KS4, a minority of students with SEND sometimes follow a reduced GCSE pathway. At KS3, the majority of students follow the same curriculum.</p>

4	<p><b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	<p>The school provides formal opportunities by which parents can monitor their daughter's progress. Reports are issued on a termly basis and parents' evenings are held once a year. In addition, parents are invited to attend meetings organised with a specific purpose eg Y7 Meet the tutor, GCSE Options evening. There are strong informal contacts with parents/carers. The school, teachers and members of the pastoral team contact parents by phone, letter or email at the first sign of concern. Parents are also encouraged to communicate with school staff. The school website and our electronic 'Parent Mail' and Rosebery News, ensure that parents can easily access information about all aspects of the school.</p> <p>Students accessing Wave 3 external support receive specific reports and reviews from these agencies.</p>
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<p>The school has a strong pastoral system, with Heads Year, form tutors and House Coordinators all playing an important part in the monitoring of progress and the welfare of students. 'Student Services' provides support with the administration of first aid and medicine as well as individual wellbeing support. Rosebery also engages with external services such as 'Heads together' (CAMHS service) to provide a more specialist support for students.</p> <p>The school has 'Wellbeing ambassadors' and 'Peer Supporters' that are older students supporting lower year groups with their emotional wellbeing.</p> <p>The school uses a variety of sanctions that fall short of exclusion, including 'internal exclusion' and the support of a Behaviour Mentor. Students' views are valued and this is demonstrated through 'Student Voice', which regularly consults these representatives on a variety of issues affecting them throughout school.</p>
6	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>At Rosebery all teachers are qualified to teach their subject specialisms. Within the SEN department we have LSA's that are trained in ELKLAN and the SENCO is a qualified Access Arrangements assessor. We do access more specialist services through the local authority when it is appropriate to do so, such as Speech and Language, REMA and ASD Outreach.</p>

7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	SEND training is incorporated in to the yearly staff training calendar and this can utilise outside experts. The local authority agencies support the school well in ensuring that staff working with students with specific needs, at Wave 3 level, have appropriate strategies to use and can differentiate effectively.
8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	The school endeavours to include all students, including those with disabilities, in activities outside the classroom so risk assessments and then where appropriate, reasonable adjustments will be made.
9	<b>How accessible is the school environment?</b>	The school is not ideally placed to support students or visiting parents/carers with physical disabilities. The buildings date from 1925 and the site is large and sprawling. However, timetable adjustments and some adjustment to the fabric of the building have made most of the site accessible. There are disabled toilet facilities. When required, the school does access interpretation services for parents/carers whose language is not English and for parents/carers with auditory impairment.
10	<b>How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?</b>	<p>Rosebery staff attend transition meetings at a number of our feeder schools to meet with the students and their class teachers. This provides a wealth of information to support transition for those considered to be more vulnerable. Rosebery also offer a summer school for students to attend prior to the start of Y7 so they feel more comfortable in the school setting and with their new peer group.</p> <p>If a student has an EHCP, the SENCO meets with parents and students prior to joining the school, often attending their Y6 Annual review.</p> <p>At the other points of transition, KS3 to KS4 and KS4 to KS5, similar procedures are adopted with much liaison between SENCO and parents. The school provides honest and realistic information as required by any new setting.</p>
11	<b>How are the school's resources allocated and matched to children's/young people's special educational needs?</b>	Resources for students with SEND are allocated according to need. Priority is given to students with EHCP's; the support again is personalised but can include in-class support, 1:1 tuition or mentoring, homework club, break or lunch time support. The support provided is in line with the requirements of the EHCP and any subsequent reviews. SEND students without a statement receive less funding and consequently less support. However, no student on the SEN Register is without intervention of some type.

12	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p>The main focus of support is for students with EHCP's as they are identified as those with the highest level of need. However, in Year 7 all students are assessed to determine reading and spelling ages. At this point the school intervenes with individuals and groups of students to improve their literacy. Students are re-tested at intervals and at the end of Year 7 to assess impact. These identified students are then monitored throughout Y8 and Y9 with a view that they will be assessed for any appropriate exam concessions for their GCSE's. In addition to this Y7 students working below the SAT's expected levels will receive additional input from the English and Maths departments to help close the gap from their peers. KS4 students with significant SEND are identified as students that follow a reduced pathway to allow for these needs.</p>
13	<p><b>How are parents involved in the school? How can I be involved?</b></p>	<p>The school has an active PSA but this is mostly concerned with fundraising and we have a number of parent governors in our Governing Body. We also welcome parents to contact the appropriate person responsible whenever they have a concern, however small.</p>
14	<p><b>Who can I contact for further information?</b></p>	<p>The first point of contact for general concerns is the form tutor, followed by the Head of Year. If there is a subject concern, the teacher or Head of Department should be contacted. If the concern is specific to SEND, parents should contact the SENCO. <a href="mailto:ebyrne@rosebery.surrey.sch.uk">ebyrne@rosebery.surrey.sch.uk</a> However, all enquiries can be emailed to <a href="mailto:info@rosebery.surrey.sch.uk">info@rosebery.surrey.sch.uk</a>.</p>