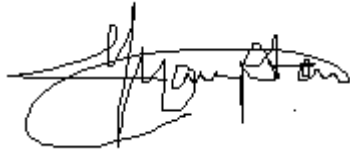


Roman Way Primary School Andover



SEND Information Report

Issue Date	March 2025
-------------------	------------

Reviewed and approved by Governors	
Name	Tanya Hampton
Signed	
Date	27 th March 2025

Review Date	March 2026
------------------------	------------



SEND Information Report

Roman Way is a mainstream Primary School (4-11 years) which believes strongly in all children receiving an inclusive education. We are a school that sees every child as an individual and aims to change the teaching, not the child to ensure all children are able to access an age appropriate curriculum.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At Roman Way, children are identified as having SEND through a variety of ways, this includes a combination of the following:

- Child performing below aged related expectations;
- Concerns raised by parent(s);
- Concerns raised by teacher, for example behaviour or self-esteem is affecting attainment;
- Liaison with previous school if a new child transitions to Roman Way;
- Liaison with external agencies e.g. physical/sensory issue;
- Children coming to the school with an Education and Health Care Plan (EHCP) or an application for an EHCP will already have many of their needs clearly identified.

If your child is achieving below Age Related Expectations (ARE) for their age this does not necessarily mean that your child has SEND. There will usually be several other factors involved which will be identified by class teachers and/or parents.

How will I raise concerns if I think my child has Special Educational Needs (and Disability) (SEND) or I am worried about their progress?

Talk to us:

- Contact your child's class teacher about your concerns - this does not need to be at a scheduled Family's Evening, you can make an appointment to see your child's class teacher at a mutually agreeable time. If needed, please email, phone or use your child's home-school diary as a way to communicate with us.
- Contact the Inclusion Manager (SENDCo) Pip Abbott – Inclusion Manager, **either via the office or through the Support Hub email address (supporthub@romanway.hants.sch.uk)**

How will school support my child? Who will oversee, plan work with my child and how often?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. If your child is identified as SEND, they will be placed on the SEND register and the class teacher and/or Inclusion Manager (SENDCo) will speak with you. Our Inclusion Manager (SENDCo) oversees the progress of any child requiring additional support across the school.

The class teacher will complete a Pupil Passport and give your child a small, achievable outcome that will be updated once a fortnight (if appropriate) – these will be shared with parents at Support and Achievement Plan (SAP) meetings **or during Family Evening appointments** once every full term. Your child may access additional support through the class teacher or LSA either individually or as part of a group. This may take the form of support in class or through the provision of out of class interventions. These interventions may include set interventions which are run for a specific period of time following a set programme run by an LSA or teacher or Active Interventions/Pre-teaching. Set and active interventions are used for all children within the school – these are not just used for children on the SEND register. This is normal practice within our school.

Who will explain this to me?

- Inclusion Manager (SENDCo) and/or Class Teacher.
- You will be invited to meet with your child's class teacher and the SENDCo on a termly basis in a Support and Achievement Meeting (this could be part of Family evening) to discuss and review your child's needs, support and progress;
- Class teachers and/or the SENDCo are happy to discuss your child's needs if you have any questions or concerns: these can be discussed at Family Evening or an additional appointment can be made.
- Home/school contact may be made through your child's reading diary;
- For further information, the SENDCo is available to discuss support in more detail.

How will the Curriculum be differentiated to match my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three or four different levels of work set for the class, however on occasions this can be individually differentiated;
- At Roman Way we aim to use flexible grouping in all our lessons, where appropriate, to ensure every individual's learning is moved on at an appropriate pace for them with the necessary resources and support.
- Children with SEND (and without SEND) have access to the appropriate resources needed to help them make progress;
- The SENDCo, alongside the Head, Deputy and Team Leaders, monitors support for the SEND children within the school on a regular basis through learning walks, book looks and professional conversations with teachers and LSAs;
- The SENDCo reports to the Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are used. This report does not refer to individual children's names (any individual cases are described anonymously) and confidentiality is maintained at all times.
- One of the governors is responsible for SEN and meets regularly with the SENDCo. They also report to the governors to keep them all informed.
- The SENDCo supports the class teacher to ensure the work planned is appropriately differentiated to enable all children to be successful in their learning.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENDCo will discuss the child's needs and what support might be appropriate;
- Different children will require different levels and different types of support depending on their needs – support can be based around their learning, speech and language, physical, emotional or social needs;
- The class teacher and Inclusion Manager (SENDCo) will be happy to discuss the support your child is currently receiving;
- Where a child has an EHCP a formal annual review meeting will take place at least once each year (twice if your child is under 5 years old) to review the support and provision in place.

How will we know if this has had an impact?

- By reviewing the child's outcomes regularly using the assess, plan, do review model;
- Through tracking the pupils learning against the HAM (Hampshire Assessment Model) – this will ensure teachers are aware of any areas children need to focus on to ensure academic progress is made;
- Verbal feedback from the child, the parent and teacher will be used to create a bigger picture;
- Some children may need additional assessments that we complete in school (this includes things such as: Year R Speech and Language Screening test; Boxall Profiles; Language link; standardised tests for reading, number/maths, SPaG and or spelling) which may be completed at beginning, throughout and the end of a process/intervention to show progress and impact;
- Through children moving off the SEN Register when they have made sufficient progress and no longer considered to have additional needs;
- In the event of a child making sufficient progress to no longer be considered as having SEN, future progress will continue to be monitored closely under 'Cause for Concern' with additional support being provided if necessary.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- Termly SAP meetings – reviewing outcomes worked, support in place and updating your child's Pupil Passport;
- Termly Family Evenings/End of Year Report – the SENDCo will be available to attend these meetings alongside the class teacher if felt necessary by class teacher or parent(s);
- You are also welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical suggestions to help your child at home.
- If your child has complex SEND they may have an EHCP - this means that a formal meeting will take place annually to review your child's EHCP (or bi-annually for any children under 5 years old).

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against age related expectations.
- Class teachers continually assess each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6 using a variety of different methods.
- Learning progress is tracked termly and teachers meet with SLT to discuss progress every half term in a Pupil Progress Meeting.
- Our SENDCo liaises with teachers regularly and spends time in classes to monitor the progress and provision in place for SEND children.
- At Roman Way, we complete Language Link Assessments; a Speech and Language Year R Screening; Boxall Profiles; Salford Reading assessment; Vernon Spelling assessment, Sandwell Maths assessment; standardised tests which assess reading, maths/number, SPaG and spelling on children that are causing concerns in those specific areas or as a baseline assessment to enable us to monitor progress and provide the necessary support;
- If your child joins the school partway through the school year then contact will be made with the previous school to ensure accurate tracking of children's levels.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as health and social services, the primary behaviour support service, Educational Psychologist, Norman Gate Outreach, NHS OT and/or a private OT etc.
- The school also has an Emotional Literacy Support Assistant (ELSA), a Pastoral Manager and Pastoral Support Worker who works under the direction of the SENDCo with vulnerable children during the school day (within the Support Hub).
- We have a Pastoral Manager, Pastoral Support worker and Thrive Practitioner who work with families and closely with the Head, Deputy and SENDCo to ensure support is given to families who need it (within the Support Hub).
- At a local level there are staff in the school trained to work with families who are facing challenges through the early help system. This provides support and actions for the school and the family to take to overcome these challenges and prevent further referral to children's services.
- There may be opportunities for parents to meet and discuss their concerns and difficulties through the Early Help Hub.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents.

- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day. Written permission must be given to allow the school to administer any medication.
- On a day to day basis the administrative staff generally oversee the administration of any medicines. Class teachers will be made aware if any child requires medication, how often and at what time.
- As a staff body we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations in the case of an emergency e.g. the administration of an epi pen.
- There are staff on each school site who are first aid trained.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- At Roman Way, we have a positive approach to behaviour management and each class has a reward system in place following our 'Five Steps to Happiness' which runs alongside our 'Roman Way Behaviour Consequences' which is shared with children as and when needed;
- If a child has significant behaviour difficulties an Individual Behaviour Plan is written to identify the specific issues, put relevant support in place and set targets.
- We as a school work with PBS (Primary Behaviour Service) if and when necessary – this may involve an anonymous consultation with the class teacher and SENDCo with PBS or a full referral with parental permission.
- Attendance of every child is monitored on a daily basis by each school. Lateness and absence are recorded and reported to the Headteacher.
- Please see our Behaviour Policy for more specific information on supporting behavioural needs.

How will my child be able to contribute their views?

- Progress and learning is regularly discussed with the children as part of their normal lessons and feedback;
- If and where appropriate, the individual outcomes are discussed with pupils;
- If your child is having a Transition Partnership Agreement Meeting (TPA), or has an EHCP, their views will be sought before any review meetings.

How are the governors involved? What are their responsibilities?

- A named Governor is responsible for SEND and meets regularly with the SENDCo. SEND reports are shared regularly with the Governing Body.

How are parents involved in the school? How can I get involved?

- We work closely with parents to ensure the best outcomes for each individual child. Parents are asked to get involved in their child's learning through homework tasks set by class teachers each week.
- Assuming the correct DBS checks are in place, we are happy for parents to volunteer to help within school, under the guidance of a teacher. This could be helping with hearing individual readers, or more general classroom activities. If you are interested

in volunteering your help, then please make your interest known to our office staff, who will pass this on to the relevant member of staff.

- Parents are welcome to support the school during outside visits and school trips. If you are able to get involved with these, then please speak to your child's class teacher.

What specialist services and expertise are available at or accessed by the school?

- Our Inclusion Manager (SENDCo) is fully qualified and accredited;
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Primary Behaviour Service;
 - Speech and Language Therapists;
 - Occupational and Physio Therapists;
 - Social Services including: locality teams, social workers;
 - Educational Psychologists;
 - Special School Outreach (Norman Gate);
 - Specialist Advisory Teachers (PD, VI and HI);
 - Health services including: GPs, paediatricians and CAMHs;
 - School Nurse;
 - Private OT (generally for sensory needs);
 - Communication and Interaction Team.
- When a child is struggling to access mainstream learning, we may consult with families (and the Hampshire SEN team if needed) regarding implementing support through Alternative provision. School will ensure they complete the necessary due diligence. This generally can only go ahead when a child has an EHC in place as it is funded by Hampshire.

What training have the staff supporting children with SEND had or are currently having?

In Roman Way we have several members of staff working in the SEND team alongside the SENDCo:

- These include teachers and LSAs who have been specifically trained to deliver interventions in Maths and English;
- We have an LSA who has received training from our Speech and Language Therapist;
- We have one trained ELSA;
- ~~Pastoral Manager;~~
- Pastoral Support Worker;
- Thrive Practitioner;
- We have some staff members trained in Team Teach to support children if needed when dysregulated;
- All staff in Roman Way have received training on safeguarding and child protection. This is renewed in line with Hampshire County Council requirements.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- Staff will usually carry out a pre visit in order to assess the access and suitability of the site.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- Roman Way is fully accessible to both children and parents who may have additional physical needs, however we do not currently have a hygiene room or ramps out of main hall;
- We are a single storey building allowing full access throughout. Both internal and external doors are accessible for wheelchairs. We have a music
- We have a fully accessible disabled toilet facility.
- If your child has a physical or sensory need (permanent or temporary) then an access plan will be written (if needed) for them outlining what action needs to be taken to allow for safe evacuation of the building e.g. during a fire drill.
- We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting.
- We can write social stories with children to support the transition;
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. All our local secondary schools run programmes specifically tailored to aid transition for identified pupils.
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a TPA and/or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

Who can I contact for further information?

- The first point of contact will be your child's class teacher.
- You can also contact the Inclusion Manager (Pip Abbott) or Headteacher (Sarah Jones) if you so wish.
- You might also wish to:
 - Look at the school's SEND and related policies on our website
 - Contact parent partnership www3.hants.gov.uk/parentpartnership
 - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

Who should I contact if I am considering whether my child should join the school?

Contact the school admin office to arrange a time to come and look around the school – if further information is needed, you may wish to set up a meeting with the SENDCo or Headteacher.

What should I do if I have a concern or complaint?

Please read our complaints policy which can be found on our website under 'Policies'.