

Robertswood School

Special Educational Needs and Disability (SEND) Local Offer

Established September 2014 in consultation with the Governing Body

Reviewed and Updated September 2025

Robertswood School's SEND provision

At Robertswood School we aim to support all children to enable them to achieve their personal potential. Quality First teaching is at the heart of delivering a broad and balanced curriculum and we welcome children with Special Educational Needs as part of our inclusive approach. We have high expectations of our children and want them all to feel a valued part of our school community. We operate a 'whole pupil, whole school' approach to the management and support of pupils with Special Educational Needs. Our aim is to raise the aspirations and expectations of all children, including those with SEND.

Robertswood School's SEND policy

We recognise that children may have special educational needs either throughout or at any time during their school career. We work within the guidance provided in the SEN Code of Practice, 2014. The Code recommends a 'Graduated Approach' to SEND involving a 4-stage cycle – Assess, Plan, Do, Review.

Assess

A pupil is identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. At Robertswood School we aim to work in close partnership with parents and identify additional needs at the earliest point in order to improve the long-term outcomes for the child.

Additional needs are identified through a variety of ways including:

- Liaison with Early Years settings and previous schools, where appropriate.
- Teacher concern that a child is performing below age related expectations and/or not making expected progress relative to their starting point.
- Concern over progress in areas of social or emotional need.
- Parent/carer concern.
- Medical diagnosis or identified disability under the Equality Act 2010.
- Specialised assessments from external agencies and professionals.
- Pupil view.

Plan

The purpose of identification is to work out what action the school needs to take to address these difficulties using well evidenced, targeted interventions. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Where progress continues to be less than expected, the teacher and the SENDCo, working together, identify the interventions required to secure better progress. These interventions are recorded on the child's SEND Support Provision Map. Specialist services such as Speech & Language, Specialist Teaching and Occupational Therapy are consulted as appropriate. Parents are always involved in any decision to involve specialists.

Do

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils with Special Educational Needs. We regularly invest in training our staff to improve the understanding and delivery of SEND Support. Examples of training for Teachers and Teaching Assistants includes using Shape Coding to support oral and written language, Autism Awareness, Attention Autism programme, Anxiety Awareness and Dyslexia. Interventions are usually delivered in small groups or one to one if more specialised support is needed. Outcomes may be curriculum related or may relate to wider issues such as developing positive social relationships or making a successful transition to a different phase of education. The SENDCo monitors the quality and effectiveness of SEND support and this is reviewed termly by the school's Senior Leadership Team.

Review

SEND Support Provision Maps are formally reviewed three times a year and discussed with parents at parent consultations. However, monitoring provision is an active process and Provision Maps are reviewed at other times to reflect, for example, advice from specialists or the changing needs of the child. Provision for children in Early Years may be reviewed more frequently. Multi-agency Provision Plan meetings (MAPP) are held for children who receive significant external support. Children who have an Education & Health Care Plan also have an Annual Review.

The Special Educational Needs register is maintained by the SENDCo and is kept under regular review. The SENDCo provides monitoring information to the school's Senior Leadership Team and Governors on a termly basis.

Robertswood School's approach to teaching pupils with SEND

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Special Educational Needs. Pupils with Special Educational Needs are included as fully as possible in the whole class environment. Sometimes it may be appropriate to withdraw a pupil for individual or small group support in order to acquire, reinforce or extend skills more effectively.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The SENDCo provides professional guidance to colleagues and works closely with staff, parents and other agencies to ensure that pupils with Special Educational Needs receive appropriate support and high-quality teaching. The SENDCo has day to day responsibility for the operation of SEND policy and, with the Head Teacher and Governing body, determines the strategic development of SEND policy and provision.

The social and emotional well-being of all pupils, including those with SEND, is a key priority at Robertswood School. To support this, all children have access to high-quality PSHE (Personal, Social, Health and Economic) education, alongside a strong and responsive pastoral support system. The school actively encourages the participation of all pupils, including those with SEND, in extra-curricular activities, school clubs and educational visits, recognising the importance of wider school experiences in promoting confidence, independence and a sense of belonging. Children are also supported to take on positions of responsibility, such as Playground Leaders or Prefects, helping to foster leadership skills and self-esteem. Each week, pupils from every class are nominated for recognition as either a Skills Superhero or Star of the Week. These awards celebrate individual effort, achievement in learning, or commitment to the Essential Skills and Robertswood Star Values.

Robertswood School's facilities to include pupils with SEND

Robertswood school is fully accessible to wheelchair users. There is a designated disabled parking space at the front of the school and flat access to the school's main entrance. The school has facilities for personal care, including toilets, for pupils with physical disabilities in both the main school and the nursery. Ancillary aids and adaptations are made to accommodate the needs of individual children following guidance from specialists.

Classes are well resourced for children with additional needs. For example, visual timetables, writing slopes and sensory cushions are all regularly used. We have a wide range of Occupational Therapy resources to support both fine and gross motor skills.

Robertswood School actively supports children's emotional well-being. We have a specialist 'Nurture' room furnished to resemble part school, part home where children can enjoy a wide range of resources and share food with their peers and adults. We also have a designated room, resources and two fully trained ELSA practitioners who provide emotional and social skills support to children where this need has been identified.

Each year we run an in-house Transition Support Programme for SEND children in Year 6 prior to moving to Secondary school.

Support for Speech & Language is an important part of our SEND provision. We use the online Speech Link & Language Link programmes to screen and support children and to identify where further referral is needed.

In our Computer Suite we are able to support children through a range of on line, motivational activities such as Reading Eggs, Numbots and Times Tables Rock Stars.

Robertswood School's SEND training

Appropriate Continued Professional Development is provided to staff in order to support the needs of SEND children within our school. Specialist expertise is obtained by the school by engaging professional advice as necessary.

Training can take the form of child-specific training support or be of a wider SEND nature.

Examples of recent training include:

- Shape Coding to support oral and written language development.
- Paediatric First Aid training.
- Emotional Literacy support.
- Nurture Networking including how nurture supports well-being.
- Autism Awareness.
- Attention Autism.
- Sensory Integration.
- Step Up.
- Anxiety Awareness.
- Supporting SpLD – Dyslexia.

Robertswood School's family consultation

Parents/carers and children are central to the School's SEND processes and procedures.

Teachers and the SENDCo work closely with parents/carers in the support of children with Special Educational Needs through:

- Ongoing dialogue and active partnership.
- Parent consultation meetings.
- Provision Maps outlining targets and reviewing progress.
- Reports from outside agencies.
- SEND events run by the SENDCo/SEND team to inform and share knowledge e.g. Reading Eggs demonstration.
- SEND noticeboard.

Where appropriate, children are involved in their target setting and reviewing their learning with the teacher and/or SENDCo. Children who have an Education & Health Care Plan are encouraged to give their views via the 'All About Me' document.

Robertswood School's partnerships

We work in partnership with other agencies to meet the needs of SEND pupils and their families. Support Services include:

- Speech & Language Therapy.
- Specialist Teaching Service.
- Cognition & Learning Support.
- Nurture and Emotional Literacy provision.
- Occupational Therapy.
- Physiotherapy.
- School Nursing Team.
- Child & Adolescent Mental Health Services.
- Behaviour Support Services.
- Paediatric Services.

Robertswood School's transfer to other educational establishments

Meetings for teachers, children and parents are arranged between educational settings as appropriate to ensure smooth transition. Educational establishments may include:

- Early Years settings.
- Local schools.
- A local Pupil Referral Unit.
- Special schools.
- Secondary schools.

A Transition programme is arranged for children transferring from our Nursery or other Nursery settings into our Reception year.

At the end of each year a transition morning is held to prepare children for 'moving up' to the next year.

A 4-week programme is run in-house to help Year 6 children with Special Educational Needs, or an additional need, address transition issues to Secondary school.

The SENDCo provides additional transition support at the start of each school year to help children re-adjust to school after the summer holiday.

Robertswood School's contact details for support services

Parents are informed of the contact details of any support service or education providers through one to one discussion as appropriate. Parents will often attend meetings in school with the specialists both to provide their input and to receive feedback.

Robertswood School's contact details

Head Teacher: Mrs Emmeline Davison
SENDCo: Mrs Penny Ford
SEND Governor: Mrs Sally Parkin

Email: office@robertswoodschoo.co.uk
Telephone: 01753 888327

This policy can be accessed via the school website at www.robertswoodschoo.co.uk

Links to the Buckinghamshire Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383293 or e mail familyinfo@buckinghamshire.gov.uk