

Robertswood School

Special Educational Needs and Disability (SEND) Local Offer

Established September 2014 in consultation with the Governing Body

Reviewed and Updated September 2026

Robertswood School's SEND provision

At Robertswood School we aim to support all pupils 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 pupils with Special Educational Needs as part of our inclusive approach. We have high expectations of our pupils 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. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Robertswood School's SEND policy

We recognise that pupils 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. Once a pupil has been identified as having SEND, and 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, we will take action to remove any barriers to learning, and put effective special educational provision in place. The SEN Code of Practice, 2014 recommends a 'Graduated Approach' to SEND involving a 4-stage cycle of Assess, Plan, Do, Review.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, and will be made accessible to staff in an Individual Provision Map.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject

teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

The Special Educational Needs and Disability 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 and adaptive teaching is the first step in responding to pupils who have or may have Special Educational Needs and Disabilities (SEND). Pupils with SEND 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 SEND receive appropriate support including high-quality and adaptive 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 pupils 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. Pupils 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 during our Celebration assembly where they may receive either a 'Star of the Week' or 'Good Work' award. These awards celebrate individual effort, achievement in learning, or commitment to the essential skills and 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 pupils following guidance from specialists.

Classes are well resourced for pupils 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 a range of needs.

Robertswood School actively supports pupils' emotional well-being. We have a specialist 'Nurture' room furnished to resemble part school, part home where pupils 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 pupils where this need has been identified.

Each year we run an in-house Transition Support Programme for pupils with SEND 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 pupils and to identify where further referral is needed.

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

Robertswood School's SEND training

Appropriate Professional Development is provided to staff in order to support the needs of pupils with SEND 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:

- Safeguarding Training.
- Paediatric First Aid.
- Step On.
- Step Up.
- Nurture Networking.
- ELSA Networking.
- Attention Autism.
- Anxiety Awareness.
- Supporting SpLD – Dyslexia.
- Trauma and Attachment.
- Communication and Language.
- Oracy.

Robertswood School's family consultation

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

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

- Ongoing dialogue and active partnership.
- Parent consultation meetings.
- Individual Learning Plans (ILPs) outlining targets and reviewing progress.
- Reports from outside agencies.
- SEND events run by the SENDCo/SEND team to inform and share knowledge.
- SEND noticeboard.

Where appropriate, pupils are involved in their target setting and reviewing their learning with the teacher and/or SENDCo. Pupils who have an Education and 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 pupils with SEND 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 (CAMHS).
- Behaviour Support Services.
- Paediatric Services.

Robertswood School's transfers to other educational establishments

Meetings for teachers, pupils 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 pupils transferring from our Nursery or other Nursery settings into our Reception.

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

A programme is run in-house to help pupils with SEND, or another additional need, in Year 6 address their transition to Secondary school.

The SENDCo provides additional transition support at the start of each school year to help pupils 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@robertswoodschool.co.uk

Telephone: 01753 888327

This policy can be accessed via the school website at www.robertswoodschool.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