

## 1.0 INTRODUCTION

### Our SEN policy aims to:

- Detail how Robins Way School will support and make provision for students with special educational needs and / or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in supporting students with SEND at Robins Way School.

## 2.0 AIMS AND OBJECTIVES

Robins Way School values the abilities and achievements of every student and is dedicated to creating a supportive learning environment to ensure positive outcomes for each student. Each student at Robins Way School has an Education, Health, and Care Plan (EHCP) and falls under the provisions of this policy.

### Robins Way School aims to:

- Provide a differentiated and challenging curriculum that meets individual student needs, removes barriers to learning, and ensures the best possible outcomes for students.
- Foster students' personal development, helping them build confidence, independence, and make informed choices while becoming active members of the wider community.
- Create an engaging and enjoyable learning environment that supports students' emotional, social, and spiritual growth, and instils a strong sense of right and wrong.
- Provide an atmosphere of sensitivity, security and respect for all students.
- Communicate with parents and carers about all aspects of the special needs provision made for their child and to seek to develop and foster this partnership.
- Collaborate as a multidisciplinary team with professionals from diverse fields, incorporating therapeutic support when needed to effectively meet the needs of our students.
- Establish effective frameworks to assess and monitor student progress in relation to their personal and academic targets.
- Use the SEND Code of Practice (2015) as a framework for identification of, and provision for, students with special educational needs.

## 3.0 LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Student and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## 4.0 DEFINITIONS

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provisions to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other student or young people of the same age by mainstream schools.

## **5.0 ROLES AND RESPONSIBILITIES**

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### **5.1 The SENCO**

The SENCO will:

- Work with the Head Teacher and Governance to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, in line with EHC plan specification.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

### **5.2 The School Governance**

The school governance will:

- Help to raise awareness of concerns relating to SEN policy and provision at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **5.3 The Head Teacher**

The head teacher will:

- Work with the SENCO and governance to determine the strategic development of the SEN policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **5.4 Tutor/Class teachers**

Each tutor/class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to outcomes / provision.
- Ensuring they follow this SEN policy.

### **6.0 SEN INFORMATION AND SUPPORT**

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#### **6.1 The kinds of SEN that are supported**

Our school can provide additional and/or different provision for a range of needs, including:

- Social, emotional and mental health (SEMH) difficulties, for example, attachment and trauma conditions.
- Diagnosed conditions for example attention deficit hyperactivity disorder (ADHD).
- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language and communication needs (SLCN).
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties.

#### **6.2 Consulting and involving students and parents**

We believe that a student's education is a partnership between the student themselves, their parents, carers, and teachers. We are dedicated to fostering strong communication with parents and carers, maintaining regular contact. Parents and carers are invited to all review meetings and parents' evenings throughout the year to discuss their student's progress toward individual targets and address any other aspects of their education and specialist provision related to their EHCP.

#### **6.3 Assessing and reviewing students' progress towards outcomes**

The SEND provision for our students is the responsibility of the entire school community. At Robins Way School, teachers aim to tailor National Curriculum subjects to meet the specific learning needs of each student. We use specific assessment frameworks to regularly evaluate individual attainment and progress effectively. Each student is assessed in reading, spelling, and maths within the term they enter our school. During each school year our students, (where appropriate), will be assessed termly.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

This information will be used to inform the students Provision Map which is reviewed termly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **6.4 Supporting students moving between phases and preparing for adulthood**

At the referral stage a member of SLT will endeavour, where possible, to visit the student in their current setting. We then liaise closely with the current setting and ensure transition plans are available. If students are moving on from our setting, we will share information with the school, college, or other setting the student is moving to.

#### **6.5 Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

##### **The Four-Part Cycle**



**Assess:** We will ensure that all students' needs are regularly assessed, allowing us to closely track and monitor each student's progress and development according to their personal targets, as well as national milestones and expectations. We will listen to the views and experience of parents/carers and the student. We will draw on assessments and guidance from other education and clinical professionals e.g. Educational Psychologists (EP), Occupational Therapists, Psychotherapists, Speech and Language Therapists (SLT) and those from health and social services.

**Plan:** The teacher and SENCO will support the student's staff team to create a Provision Map outlining the adjustments, interventions and support which will be put in place for the student, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the student will be shared with her/him using student friendly language and with parents/carers. All staff who work with the student will be made aware of the Provision Map.

**Do:** The class teacher is responsible for working with the student on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance, and advice for the teacher and class team.

**Review:** The Provision Map, including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the student. This will inform the planning of next steps for a further period.

We can also provide the following interventions:

- Occupational Therapy
- SALT
- Psychotherapy, including Play Therapy

## **6.6 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Individual timetables matching the students' needs and interests.
- Adapting our resources and staffing accordingly to meet the needs of our students.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual aids and symbols etc.
- Student are offered a sensory diet.

## **6.7 Additional support for learning**

- Teaching assistants will support students on a 1:1 basis when needed.
- Teaching assistants will support students in small groups in each classroom.

We work alongside the following professionals within our clinical team to provide support for students with SEN:

- Occupational Therapists
- Speech and Language Therapists
- Psychotherapists, including Play Therapists

## **6.8 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions.
- Monitoring by the SENCO.

- Using provision maps to measure and monitor progress.
- Holding annual reviews for students EHCPs.
- Termly LAC and PEP reviews for those students who are looked after children (LAC).
- Reviewing evidence of progress towards EHCP outcomes in students iCAN Folders.

## **6.9 Support for improving emotional and social development**

At Robins Way School we aim to meet the needs and aspirations of the students within the school through the building of strong relationships with our students. We promote equality of opportunity, high quality learning, a concern for individual students and a respect for diversity. We seek to meet the additional education and other needs of students and to help them overcome barriers to learning by having small class groups of no more than five and offering individualised learning programmes. We believe in and support student participation and involvement in decisions about school life. We do this through regular assemblies, school council, student questionnaires.

## **6.10 Working with other agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our students. We welcome multi agency meetings to ensure that the student is receiving the maximum support available. Important links are in place with the following organisations: Local Authorities Specialist services, Student and Adolescent Mental Health service, Social Services.

## **6.11 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education or associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **6.12 Contact details for raising concerns**

Head Teacher

SENCO

## **7.0 MONITORING ARRANGEMENTS**

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This policy and information report will be reviewed by SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.



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## 1.0 INTRODUCTION

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Under the Education (Terms of Reference) (England) Regulations 2000, all schools are required to produce a Curriculum Policy.

“As part of a national continuum of provision Robins Way School strives to protect and educate students with social, emotional, behavioural, and mental health with associated intellectual and complex difficulties. We provide care, education, therapy, welfare, support and related services of the highest standard. We establish strong links, collaborative working and co-operation with both placing authorities and parent/ carers. Our main objective is to facilitate full inclusion into society and prepare our students for integration into the wider community as contributing adults.”

Robins Way School accommodates students with a wide range of special educational needs (SEN). This Curriculum Policy describes the curriculum, the rationale behind it and demonstrates how the aims of the school are met and how, in meeting those aims we also provide for the specific individual learning needs of the students attending Robins Way School.

Our curriculum incorporates the National Curriculum but is not solely anchored there, and embraces a significant number of contributing factors that flavour our practice, including important considerations such as, Safeguarding, Child Protection, Equal Opportunities, Risk Assessment and Health and Safety and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 CURRICULUM INTENT

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At Robins Way School the curriculum underpins the ethos of the school and provides the context in which our students are given the opportunity to achieve well. We intend that students' personal development, SEMH, EHCP and academic needs are addressed fully, whilst realising that this intention will always be a challenge and require a personalisation of the curriculum. In line with the National and Wider School Curriculum aims, we teach children to: become successful learners who enjoy learning; achieve and become confident individuals; live healthy and fulfilling lives; become responsible citizens who make a positive contribution to society.

Education is provided in a structured and supportive environment and is planned to meet both the academic and pastoral needs of the students at each stage of their schooling.

We have a varied curriculum that holds the National Curriculum at its core. It remains as broad and balanced for as long as it can, and works towards clear, deliberately chosen endpoints at KS2. Endpoints have been chosen to set children up for further learning is KS3 and KS4. Long term plans sequence learning from the National Curriculum at KS2 and KS3 to chosen accreditation routes at KS4.

Our curriculum goes beyond the National Curriculum with wide ranging Enrichment and Personal Development opportunities that reflect the context of our students, giving them the opportunities, they have missed and many children in society take for granted. Fundamental British Values and SMSC opportunities are embedded throughout the curriculum to meet the needs (SEMH) of our students, whilst ongoing assessment is used to address the gaps in students' knowledge many of our students have.

We aim to provide consistent, personalised and structured learning opportunities throughout the school day. Since many of the students attending the school have experienced a history of failure and disengagement in their previous educational provisions, they frequently hold negative views about their ability to succeed in the classroom and school environment. In response, much of the early work focuses on developing a positive attitude to learning and supports basic social skills to enable students to remain in the learning environment where they can work in small groups. We maintain high expectations of students' success in a wide range of fields and seek to provide every opportunity to develop students' potential and encourage them to achieve at the highest possible level.

Robins Way School curriculum is characterised by breadth and relevance to our student group, and by adaptive teaching and progression for the individual learners and cohort groups.

### 3.0 CURRICULUM IMPLEMENTATION

The timetable is structured to provide a balance between academic subjects and the practical, creative and physical aspects of the curriculum. All students have access to the traditional academic subjects, and Outdoor Education Programme.

Timetables are enhanced with enrichment activities, individual music lessons, specialist external providers (sustainability/forest schools. Some are individualised to include horse riding and other suitable external providers.)

Lessons are planned and designed to match the needs of the students, their EHCPs, provision maps and the subject being taught. On occasions less-formal lesson planning is undertaken where it is obvious that the planning is accomplished using medium-term plans or schemes of work. In all events lessons have clear intents and identified learning impacts, so that recording, and assessment can be carried out.

Long, medium- and short-term planning is in place for subjects. Each subject area follows the school curriculum to ensure equality of opportunity and progression.

To meet the needs of our students, the school puts a high emphasis on encouraging the holistic development of the individual including healthy lifestyles, positive attitudes, good relationships & social skills through personal development, SMSC activities and visitors, CWRE (Careers and Work-Related experience) and dedicated Tutor Time.

Students with more significant and highlighted difficulties are offered the opportunity for one-to-one work on social and communication skills. This takes place as an intervention according to need (including the whole group if necessary) or on a 1:1 basis with Speech and Language Therapists.

The vulnerable students who attend Robins Way need time to settle and develop into the school setting. They need the support and opportunity to learn, conform, process, practice, revise, over-learn and generalise new skills. Our curriculum is increasingly therefore, personalised and tailored to meet individual needs. Robins Way School has good facilities to support learning, these include:

- Design Technology (Resistant Materials) work shop
- Food technology kitchen
- Science lab
- Art room



- Music room

The school has direct access to Robins Way Park which has;

- Hard court play area
- outside fitness equipment
- Playing fields
- Playground

Where the school site is unable to accommodate the required facilities, these facilities are sourced and are located within the local area to ensure that learners are able to access. These have included:

- Horticulture and Forest Schools
- Leisure centre - Sports hall and a fitness suite: Swimming pool
- Extensive Outdoor Education facilities (Climbing wall, Horse riding, Water Sports Centre etc)

### Key Stage 2

At KS2 the children are taught by the class teacher. The curriculum broadly follows the Year 4, 5 and 6 Primary National Curriculum divided into a three year rolling program of half term topics.

### English/Literacy

Considerable emphasis is placed on improving the students' reading and writing. Great care is taken to provide materials that are appropriate for student's age and ability. Their powers of concentration are often limited so there is emphasis on improving their speaking and listening skills and improving their ability to listen to and respect the views of others.

Robins Way School encourages a love of reading for all students and the students have access to the library. Specific Intervention programmes to improve literacy are delivered by a specialist teacher to improve phonics.

All students will have an English lesson four days of the week in all Key Stages.

### Mathematics/Numeracy

Many of the students come to the school with standards of numeracy well below those of similar aged students in maintained schools. Not only is their mathematical experience generally narrow but their knowledge, understanding and confidence in applying the basic skills is well below that expected. Emphasis is placed on developing the students' skills in numeracy, improving their confidence to practise and apply them in a variety of situations and their checking on their own learning as they go along.

Students will benefit from the use of ICT. In part there will be the use of programs which will develop and reinforce their basic skills e.g. in areas like multiplication and division. Opportunities will be found to use ICT to develop their numeracy skills- e.g. awareness of shape and space. Students' self-esteem should be improved by their ability to produce numeracy work which looks well produced and may mask their individual problems with presentation.

All students will have a Maths lesson four days of the week in all Key Stages.

### Science

As a practical based subject, science offers the students great opportunities to explore the subject through first hand experiences, but this will be tempered by the fact that the safety of the students and staff is paramount. Risks are reduced by nurturing an atmosphere of sensible behaviour and planning carefully appropriate

activities. Suitable opportunities will be found to extend and consolidate the students' knowledge and understanding.

The students will carry out activities which develop appropriately their knowledge and understanding of scientific concepts and "understanding" of "the scientific process". The students will be encouraged to develop other personal skills such as being able to work collaboratively and to carry through and complete a task. This subject will also support the students in their acquisition of literacy and numeracy skills.

### **The creative Subjects**

These play an important role as both an academic subject and as a therapeutic intervention for the students. Students are provided with opportunities for experiencing both the practical and intellectual basis of the creative subject. Many students can achieve high standards in subjects such as Art, Food Studies and this can play an important role in raising their self-esteem. The students have regular weekly lessons.

### **Careers**

Robins Way School sees appropriate careers advice to be central to the present and the future career options of our students. The wide range of subjects offered give students a chance to experience a range of potential future career opportunities. This is reinforced through discrete Careers and Princes Trust lessons where employability skills and research into a range of college and job options/requirements is undertaken.

### **Music**

Is on an individual and in groups on the timetable.

### **Enrichment**

Enrichment activities are part of the school day, as a school we believe that this can extend the range of educational experiences for our students, broadening horizons and helping them to discover hidden talents by trying new things.

The school week provides an opportunity for deep immersion in an enrichment activity or activities on or off site and there is plenty of opportunity for students to opt into activities together.

The enrichment programme gives students the opportunities to get involved in a range of projects and activities in sport, creative and performing arts as well as academic subjects. Activities are run by our own staff, but we also work with specialist providers and external organisations to ensure a high-quality offer for our students. We encourage our students to take part in at least some of these activities to enrich their experience and enjoyment of learning as well as foster the development of skills such as communication and commitment, interests, and friendships.

There are a variety of school trips throughout the school year of educational value which relate to the curriculum and trips centred on the positive praise system. Regular weekly whole school assemblies and weekly themes in tutor time provide PSHE enrichment. Club on a Friday afternoon, is centred around the school's positive praise system offers weekly onsite activities and off-site trips which include Game, bowling and play zone.

There are also a variety of whole school events which all students participate in such as World Book Day and an afternoon tea events which the students prepare and cook for inviting parents, carers, and members of the local community. E.g., McMillian coffee morning, raising money for charity and supporting charities through activities like food bank. Guest speakers are invited into the school throughout the year e.g. Paralympian athletes and theatre companies for topics such as racism. There are also SMSC days e.g. kindness day

### **PSHE and British Values**

A structured program of PSHE is offered to all students and will be an essential element in securing positive and appropriate attitudes to a wide range of issues that face contemporary students. Much of the work will be tackled through discussion following an initial input. This will provide the students with opportunities to express their own views and to develop respect for the views of others. At appropriate times careers education and work experience will form part of this programme. The students' emotional development will also be considered in this subject.

All students will have at least one lesson a week plus a "Tutor time theme" which will focus on a variety of PSHE topics appropriate to each Key Stage

The school delivers a full curriculum of SMSC and Fundamental British Values through a variety of curriculum areas. Staff plan lessons looking for opportunities to include these values in their teaching as to integrate these areas seamlessly into the curriculum. These curriculum areas can provide specific lessons on the law of this country and how it affects people through PSHE as well as a school council representation. Students will be taught about different religions and visit appropriate religious buildings. This will also support the personal development of students by encouraging tolerance and respect for other people's beliefs. The school uses a range of visitors, educational trips and special curriculum focus days to enrich the SMSC curriculum within the school.

#### Teaching and Learning:

Teachers enable students to understand key concepts, presenting information clearly and promoting appropriate discussion. Teachers ensure that students embed key concepts in their long-term memory and apply them fluently. The subject curriculum that classes follow is designed and delivered in a way that allows students to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and students can work towards defined end points.

### 4.0 CURRICULUM IMPACT

At Robins Way School students are assessed regularly which enables our teachers to plan the next steps and personalise the learning for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group they are working at and provide live feedback which enables each student to make progress within the lesson and overtime. Individual progress is tracked and reported to parents and carers at least three times a year. Robins Way School monitors the impact of the curriculum throughout the year. Individual subjects are monitored: reviewing learning, evaluating student voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Students will feel safe to try new things. The students will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to progress and who have enthusiasm for learning. The students will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our students to become good citizens and demonstrate an appreciation for each other, the school community, and the world. Our students will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds. Impact will be evaluated through the monitoring and scrutiny of:

- Destination Data
- Accreditation Data
- Progress Data (Academic and Personal)
- Parent/Student/Professionals/Staff surveys
- Annual Review/PEP Meetings
- Student achievement data
- Attendance rates
- Behaviour
- Student questionnaires
- Student voice at all levels within the school; Lead Teachers, SLT, Headteacher and Governors.

### 5.0 EQUAL OPPORTUNITIES

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage students in all subject areas.

- By careful monitoring we encourage those underachieving in certain areas.

### Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all students to make progress