

The Roseland Academy



SEN Policy & Information Report

Approved: Autumn 2023
Date of Next Review: Autumn 2024

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Our purpose is to realise the Trust's vision, 'where everyone succeeds'. We will achieve this by ensuring that our students access exceptional education and by providing a curriculum that meets all students' needs, engages them actively in their learning and challenges them to achieve beyond their expectations. Students are happy and safe at school and are proud to be at The Roseland. All staff care deeply for the students and work as a team to achieve our vision.

- The Roseland offers exceptional education through an inclusive approach and fosters a positive culture. We embrace the wonder of learning and enable all our students to become ambitious leaders and independent thinkers. The curriculum is effective and considered. The content and order in which it is taught defines the learning journey. Learning is linked and designed with effective assessment and feedback. Students remember and connect the steps they have been taught.
- All groups of learners make rapid and sustained progress. Inspirational teaching happens inside and outside the classroom. We take great pride in our culture of exceptional behaviour and attitude. Students and staff are highly motivated, collaborative, mutually respectful and make a tangible positive contribution to the school and wider community. When students or staff encounter challenges, we take intelligent, fair and highly effective action to build resilience and support future success.

Students achieve high levels of punctuality and attendance. All professionals take swift, positive and informed action to ensure we support every individual. The Wellbeing Team are committed to providing outstanding pastoral support for all our students. We pride ourselves on the strong relationships we foster with students, families and key professional partners. We provide the best possible environment to achieve in education and life. As a Trauma Informed School (TIS) we value the importance of understanding the needs of all individuals and promote this ethos throughout the school.

We share with our students an inclusive ethos throughout their school lives. Our aim is for them to grow up as cosmopolitan, tolerant and ambitious global citizens who embrace the modern world today and also lead as future champions into the world of tomorrow.

We have a farm in the centre of the school which houses a range of small animals. The students care for these animals, and the farm also provides a calming and nurturing place to visit during breaks and lunchtimes. Within the Year 7 curriculum we include the subject, Animal Care, which all students find exciting. Working together on the farm, as part of the core learning, aids the transition process and also reinforces the British Values about working together and respecting each other through an alternative learning environment. We promote creative and expressive arts to enable the students to work together through many different projects and activities taking place during the school year and within their time at The Roseland. Participation in concerts, art projects, sporting initiatives involving many of our students and the students across The Roseland Multi Academy Trust and beyond is instrumental in developing team building skills, providing opportunities to learn from each other and nurturing new skills and talents. We are very proud of our continuous links with the local and wider communities.

Our school day always starts with registration in tutor groups where key messages are conveyed, the learning routine is formalised and 'reading for pleasure' is emphasised. Support is given to the students to be learning-ready for their day. Formal assemblies take place to share important information with students, but also celebrate students' achievements and give students the opportunity to lead. Into the registration programme, we incorporate literacy, independent learning skills and PSHE activities to further enhance students' opportunities in learning.

During lunchtime, quiet study time is maintained in the school Reading Hub where students can actively revise through the use of ICT, or, they can enjoy reading for pleasure and table games with their peers. Students enjoy the newly refurbished facilities as it offers a range of seating and facilities to work individually, in smaller or larger groups.

At the end of the school day, students can join in numerous extracurricular activities and clubs.




Students can obtain additional support, either from a supervising colleague or from a member of staff as available. We recognise students' commitments to independent learning. We recommend all students take up this opportunity at some point during their study at The Roseland to expand their learning skills.

We encourage all students to aim high and we assess students' literacy skills and comprehension periodically to identify where more challenge may be needed or where different types of support might be more appropriate. Students get leadership opportunities as they progress through the school: to be Form Captains, part of the Student Leadership Team, Leaders within a specific subject, and Prefects. Everyone is given the opportunity to shine, to be included and to get involved. In addition, students can become members of the Student Leadership Team to actively support others and promote wellbeing and positive mental health.

The Roseland Academy has two qualified SENDCos. The Lead SENDCo is Vanessa Maule, Deputy Headteacher, who is also Designated Safeguarding Lead and Designated Teacher for Children in Care. She is supported by Rachael Timmis, Operational SENDCo and Designated Teacher for Children in Care. The SENDCos work closely with the SEND Team and Wellbeing Team, Learning Leaders, tutors, ASD Champion, Personal Learning Mentor, Parent Support Advisors, Careers Advisers, School Counsellor and Clinical Associate Psychologist to provide the graduated response for students' needs. Our Trustee with overview for SEND is Lisa Michell.




The levels of support and provision offered by our school

1. Listening to and responding to children and young people

| <p>Whole school approaches The universal offer to all children and YP.</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • Students' views and opinions are valued. • Students find staff approachable because of the good relationships in place, this means that their views are heard and 'student voice' is a valued element of the whole school. • Student surveys take place regularly to find out students' views on learning, their enjoyment of school and suggestions how to make their school even better. • Form Representatives participate in the Student Leadership Team and support the goals of the school. They work together and represent the student voice and communicate with The Roseland student community through meetings and specific activities. • Prefects share their own duties where they support the school day-to-day running and demonstrate their leadership skills through working together and supporting others. • There is a Student Leadership Team and this body is also involved in some of the appointments of staff to the school. • Learning Leaders often sample student voice through their learning discussions and work sampling to collect the students' knowledge and impressions of their learning, success and next steps to support our improvements. | <ul style="list-style-type: none"> • Students with SEND are actively recruited to all student bodies, e.g. Prefects, Form Captains, etc. and to focus groups to reflect the student body as a whole. • Students with SEND are engaged in teaching and learning forums, along with other students, to generate fully inclusive reviews based on the school-led initiatives and developments. Their work is sampled in line with that of other students to promote more specific discussions about learning. • Increasingly, students are selected and invited to support each other positively based on shared need, both formally and informally. • Students encountering challenges during the school day are supported within BASE through the TIS (Trauma Informed School) approach to assist them. | <ul style="list-style-type: none"> • Students with SEND are additionally supported through TRA Learning Plans: these have replaced the previous Individual Educational Plans, IEPs and Student Achievement Plans (SAPs) using the Edukey programme. • The TRA Learning Plan fully involves the student to discuss their achievements safely and openly. It also details the support required to promote happiness, progress and further achievement. All parties: student, school and family, agree to get involved in this individual support process. The Learning Plan is shared with staff through Edukey. • The Learning Plan is a tool to be used during the parents' evening or APDR process and it is periodically updated. The APDR meetings or conversations take place three times each year. Additional meetings can be scheduled should SENDCo and/or family feel it appropriate, based on the needs emerging. • We support students at key moments in their school life through the education welfare service and a school counsellor as appropriate. • The Wellbeing Team have a well-established shared way of working which puts listening to a student at the heart of what is done socially, emotionally and |

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| | | academically. Learning Leaders are similarly involved to foster a consistent approach and information sharing across the school. All colleagues work together and contribute to evaluations. |
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2. Partnership with parents and carers

| Whole school approaches The universal offer to all children and YP  | Additional, targeted support and provision  | Specialist, individualised support and provision  |
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| <ul style="list-style-type: none"> • The school welcomes support from parents and works in partnership with them. • The parents of students in Years 7, 8 and 9 receive data tracking sheets at the end of every term. Also, they receive an annual report at the end of the school year. • The parents/carers of students in Years 10 and 11 receive data tracking sheets at the end of every half-term. In Year 10 they receive an annual report. In Year 10 and Year 11 they also receive the results of PPE exams, Trial exams and PIXL Wave assessments (Core subjects) to share the level of progress. • Our Family Learning initiative ensures that students and their families work together on specific aspects linked to learning and wellbeing throughout the academic year. This initiative acts as a highly positive supporting mechanism where all parties: students, families and teaching staff, work together and share the best practice that families can use beyond the classroom to help their children. • Family Learning has been transformed into the specific curriculum information on the school website | <ul style="list-style-type: none"> • Our families are invited to attend specific information evenings throughout the year on a range of topics as well as the more traditional parents' evenings, such as curriculum evenings, careers fairs, and work experience information, summer activity briefings, option evenings, Family Learning etc. • The supporting documents for Family Learning events assist the students more deeply, where needed, after the Family Learning event at home. Any materials used during the events are always designed inclusively in mind so that all students can access them and benefit from this support. • See the link below which outlines the curriculum and Learning Journey for each subject https://sites.google.com/theroseland.co.uk/website/curriculum | <ul style="list-style-type: none"> • Our parents and carers, as well as the students themselves are all supported and actively involved in all meetings about their child. For example: Child in Need meetings, professional meetings, PSP and multi-agency meetings. Parents' views are sought actively for the APDR meetings. • Advocacy is available for the child through work with a trusted member of staff. • Parents/carers are fully involved in contributing to the discussions during the Assess Plan Do Review (APDR) meetings. |

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| <p>where possible, see the link below which outlines the curriculum and Learning Journey for each subject https://sites.google.com/theroseland.co.uk/website/curriculum</p> | | |
| <ul style="list-style-type: none"> • All members of staff have their own email and parents and carers can get in touch with a member of staff or send an email to our main enquiry point enquiries@theroseland.co.uk who forward the message to the most appropriate person. • Learning Leaders for Years 7-8, Years 9-10 and Year 11 can be contacted via email or telephone. • There are dedicated staff in the Wellbeing Team who are available throughout the school day and for a time before and after school to answer questions or queries on the telephone. Parents know who to contact if they would like to discuss anything, and email addresses of staff are known. • Parents are sent e-newsletters online, and are texted and emailed about school events for more individualised messages. Parents are informed early in the day by text if their child is missing from school. • The student planner encourages written dialogue between parents and tutor and we encourage using this resource. • At the end of the school day, students can join in numerous extracurricular activities and clubs and attend targeted support to help them with a particular subject. Homework Support is available upon request with the Personal Learning Mentor (PLM) at social times. The reading hub is also available for students to use our ICT facilities, do their homework, and revise in a peaceful and supervised environment. | <ul style="list-style-type: none"> • SPARX Maths is available to consolidate learning out of lessons in Mathematics. Educake and Tassomai are there to support students for Science and English and students can show their learning to families. Active Learn and VocabExpress are used to support the students through their foreign language learning. • GCSEPod is available to students to build up the exam skills sooner through targeted support, homework or independent study. • All the interactive learning programmes and online learning spaces, such as Seneca Learning, Quizzes and others can be highly personalised to target specific students or specific learning theme. It focuses on precision teaching so that the students become stronger in their memory recall, comprehension skills, literacy and numeracy. • Graduated and targeted support is offered face to face. The sessions may vary in length and aspects covered to reduce a specific knowledge/skill gap. Students across all year groups might be offered targeted support within their classroom setting to focus on improving specific subject knowledge and skills before moving further forward. This process links to marking and feedback and the personalised next steps students need to make to progress further. • Targeted support for Year 11 works through a passport reward system where personalised goals are logged and then all the personalised targeted support sessions leading to a specific reward. | <ul style="list-style-type: none"> • Parents are expected to support their child in reading at home and share 'Reading for Pleasure' as well as promote accessing activities through Accelerated Reader. • Our ASD champion liaises more closely with students requiring specific support in all the aspects linked to conditions related to neuro-diversity and beyond. Families have opportunities to provide information for the school to maintain the collaborative approach. The ASD Champion works very closely with the SEND team. Also, the ASD Champion provides valuable contributions in APDR meetings, EHC Reviews and parental meetings. All staff participate in Neuro-Diversity CPD. Year-on-year all staff develop deeper expertise on how to support students with ASD related conditions, whether diagnosed or undiagnosed, through the active engagement with Autism Team Cornwall. • Our operational SENDCo and Reading Hub coordinator screen students where potential concerns linked to dyslexia may be raised by teachers and parents. The SENDCo evaluates the concerns raised potentially to dyslexia, engages in professional discussions, discussions with the student and parent whilst looking more closely how the student accesses learning and how successful s/he is. The SENDCo deploys the Reading Hub coordinator to screen a student after specific evidence is gathered to ensure that the best steps are taken to support the student. Staff and SENDCo work together on agreeing the next |




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| <ul style="list-style-type: none"> All students in Years 7, 8, 9 & 10 have access to the Accelerated Reader Programme (ACR) which tracks their reading comprehension and promotes literacy skills. | <ul style="list-style-type: none"> Parents are able to email staff regarding concerns or if they have any issues they would like to discuss. The ACR score is shared with staff to facilitate additional support/differentiation/scaffolding during learning. Where the scores recorded are low over time, additional support is considered through the teaching teams. Seneca Learning app, Quizlet, Quizziz, and Memrise are useful learning apps that provide interactive learning opportunities for the students to rehearse through visual learning and staff often refer to them or specific tasks for students to have a range of learning activities. | <p>steps after the screening to support the student. The SEND team work closely with the Teaching Team Leader for English and Assistant Principal for Teaching and Learning supporting specific students in lessons or through a targeted intervention.</p> <ul style="list-style-type: none"> The Reading and Literacy Coordinator organises the Star Reading Tests for KS3 and year 10 students and liaises with the teaching staff. Based on the data collected from Accelerated Reader program the students are recommended to read specific books to boost their reading age, to enjoy reading of the texts which are more suitably matched to their current reading ability and to help them access a wide range of literature. Parents and carers are given information on how their child could access this tool from home and it is essential that the programme is accessed frequently for it to have long lasting positive impact. Kindle devices can be loaned students to access audiobooks/podcasts to improve comprehension skills. |
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3. The curriculum

| Whole school approaches. The universal offer to all children and YP  | Additional, targeted support and provision  | Specialist, individualised support and provision  |
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| <ul style="list-style-type: none"> • The curriculum is designed to include all students. Regardless of the stage in their learning, all students have full access to the curriculum. • Students have access to a wide range of subjects, including academic, practical, as well as creative. The qualifications in Key Stage 4 include level 2 courses, such as GCSE and BTECs to maintain a breadth of subjects that enable students to maintain a range of opportunities beyond The Roseland. School trips and field trips are part of the curriculum, to build up the essential exam skills in different environments, to embed their knowledge in practice and also to include the highly valuable enrichment opportunities. • In tutor time all Year 7, 8 & 9 tutors read twice a week to their tutees as part of Tutor Reading Programme. This is to enable students to settle into their learning routine, support their exposure to literacy in a different context and increase their vocabulary. • In Year 10 and 11 tutees access range of texts to boost their analytical and retrieval skills as well as further develop and embed vocabulary. • Student data tracking enables staff to support those students falling behind trajectory regardless of the starting point. • Assessments in Year 7 are rolled out gradually to support the transition positively and to allow the | <ul style="list-style-type: none"> • Targeted support and intervention strategies happen across different year groups in varied ways. • Students are motivated through Tutor Reading Programme to embrace literacy through a positive and inclusive approach. • Maths intervention take place in registration on a regular basis to upskill specific students on an identified aspect of mathematics. • Teaching Team Leaders analyse data with their teams and they identify students who would benefit from targeted support in Key Stage 4 so that specific support is offered at the appropriate time to maximise their progress. Targeted support is traditionally face-to-face after school. • Subject teachers also provide additional advice and support across all year groups within their lessons, based on the assessment results and end of unit tests. The supporting measures are reviewed after the next assessment cycle and the students are involved in the discussions with their teachers. • Literacy and Numeracy resources assist students with structuring their answers, drafting their ideas, drilling the spelling and numeracy skills. By using similar supporting resources in different lessons students embed the core literacy and numeracy skills and transfer them more successfully across subjects. | <ul style="list-style-type: none"> • Our students are supported in following their interests either through our partnership with local colleges or through school. We set the options system based on students' individual choices, and we adapt the curriculum to meet the needs of students with SEND. • We prevent disapplying students from the National Curriculum by supporting them through their option choices. All students are given opportunities to access English Bacallaureate, as well as creative subjects. We would consider the disapplication when absolutely necessary. • Our Personal Learning Mentor often supports individual Key Stage 3 students in lessons and also with homework, revision strategies and these are often on 1-2-1. • Teaching Practitioners often work closely with specific students to reduce the gap in specific subject area through a highly personalised approach. • External colleagues from SEN Cornwall, such as The Visual Impairment Team, The Hearing Impairment Team, Physical and Medical Needs Team, The Autism Team and Cognition and Learning Team work closely with specific students and teaching staff to develop the best practice. They also support the transition process. |

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| <p>students rehearse the learning skills in their new environment.</p> <ul style="list-style-type: none"> ● Assessments and tests are scheduled to measure the students' learning journey when it is appropriate to do so. This means that not every subject follows the same assessment schedule as the number of lessons, the topics and the skills/knowledge must be considered for each subject to make the assessment relevant. ● Reading tests are conducted across the year in KS3 and year 10 to identify the students' progress in reading comprehension and to support the teaching. ● Careful consideration is given to the transition information from the primary school to continue developing the learning of all students in their new setting. ● Progress information from data sheets is analysed and students who are not progressing in line with their peers with the same starting point are identified. In order to support the students most appropriately, further steps are taken: student discussions, work sampling, collating feedback from staff and specific information gathered. ● All class teachers are increasingly aware of how to continue challenging students and how to provide scaffolded support to the students who may be lacking a specific skill or knowledge within their subjects. The information about progress is often shared within teams and across the school to celebrate students' achievement, to recognise milestone progress and to identify common approaches for support of specific students. All the above provides evidence leading to potential discussions with a student and identifying specific support needs and next steps. | <p>The resources support their processing skills and memory.</p> | |
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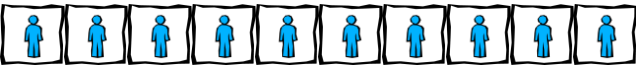


4. Teaching and Learning

| Whole school approaches The universal offer to all children and YP  | Additional, targeted support and provision  | Specialist, individualised support and provision  |
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| <ul style="list-style-type: none"> • Across the school we maintain a range of 'dyslexia-friendly' strategies to teaching and learning. • Lessons are planned so that students are clear about the Learning Aim and modelling is part of the learning strategies. Where appropriate they are clear about how to achieve a particular standard in the lesson and or an assessment or piece of homework. • To support the learning process, students may be accessing Knowledge Organisers, Key Terminology Glossaries, Learning Mats, ASKs and PLCs throughout their learning journey. • In Key Stage 3 the ASK (Assessment of Skills & Knowledge) show the learning content linked to specific pathways of progress. Students are familiar with these documents and they refer to them with their class teacher to monitor their progress, celebrate Highlights and identify Next Steps. • All the ASK and Personal Learning Checklists (PLCs) documents are in students' books and in their Google Classrooms. • Low stakes testing is being further embedded with the students to support precision teaching and to drill the core skills and knowledge that are essential for further progression. • Pre-assessment tasks, common assessment tasks and Learning Journey Tasks support students to apply their learning at key milestone points. | <ul style="list-style-type: none"> • Google Classroom provides the reminder on the learning content and visual resources to support the students, as well as independent learning tasks. Students can communicate with their teacher to access more support or reassurance remotely. • Learning Plans are used to implement the process of assess-plan-do-review cycle, based on achievements and curriculum content. These are shared amongst student, parent/carer and relevant staff so that there is consistency of approach in supporting students across the curriculum in the classroom and beyond. • All Learning Plans celebrate the achievements and highlights of each student and then focus on advancing learning further forward with an input from individual students about what works best for them and how they would like to be supported. • Similarly, ICT facilities to print out homework are provided to support the students. Opportunities to work in a group of friends or with an adult enable the students to lead their own supporting mechanisms as they need to. Alternatively, they may be asked to meet with a teacher and access support this way through coaching and modelling. • Special examination arrangements are put in place for students in internal and external exams. It is evaluated how students access tests and how they are | <ul style="list-style-type: none"> • Students are supported internally or externally, depending on their needs. • For example, support for students with hearing impairment is provided by the external services who closely work with the school to make sure that the support is personalised and current. • The ASD Champion supports students with autistic spectrum tendencies through meetings, focusing on learning strategies, organisation or emotional support, based on the needs and relevance. • The Wellbeing Team provides support for individual students with specific aspects linked to their emotional wellbeing. The aim is always to provide a calm, supportive environment and aid the students to resume their learning. These facilities are accessible to students during break and lunchtime as well to enjoy a range of support. The Wellbeing Team provide highly tailored workshops to individual students or small groups to improve their interpersonal skills, increase their emotional resilience, or reduce their anxiety, frustration through a nurturing and TIS (Trauma Informed School) technique. • Students with a wide range of needs are supported in school wherever possible by a range of outside agencies and outreach to parents and carers is provided by the school's shared community PSAs (Parent Support Advisors). |

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| <ul style="list-style-type: none"> ● In Key Stage 4 students receive either ASK, Learning Mats or Knowledge Organisers to be familiar with the learning content, the knowledge and skills linked to specific grades for that term or module. ● QLA sheets (Question Level Analysis) to show them specifically the areas of success and areas to improve on. This is in the exam context so that the students develop a deeper understanding of the exam strategies over time. ● Learning Language and tier 2 vocabulary is implemented across the school is familiar to all students and it makes learning more uniformed across the subjects so that the high expectations and positive learning routines are maintained. In feedback we use Highlights, Next Steps and DIT (Dedicated Improvement Time). ● The School frequently uses visualisers in the classroom to explore modelling and scaffolding through different means. ● Students are led to be highly reflective and acutely aware of their current skills and knowledge at any one time so that they can reflect and systematically drive their own self-improvement and continue progressing. DIT enables all students to access deep-learning according to their ability and needs so that they fully understand key errors made and remedy this. ● Students are taught in mixed ability groups in key stage 3 (year 7, 8 and 9) ● Some groups are smaller in order to provide more personalised learning. These groupings may be broad but all students are appropriately challenged to progress. ● All students in Year 7-10 undertake standardised Reading Assessments three times a year to examine reading comprehension skills in relation to their | <p>achieving. Evidence of additional support provided and the impact is collated at milestone points.</p> <ul style="list-style-type: none"> ● These arrangements are trialled and developed before the examination concession testing to establish what works best for a student and to pre-assess what a student might need. ● The concession testing is a very complex process that identifies what examination arrangements a student might need. ● The examination arrangements are put into place and frequently reviewed with a student and the progress is monitored so that a student is familiar with the exam environment and the system in place to maximise their potential. | <ul style="list-style-type: none"> ● BASE provides a calm place which a student might access to concentrate fully on learning or to access emotional support; this acts as a vehicle to overcome a challenge and then return to their learning environment. ● TIS work is carried out with specific students, based on their ACE score assessments in BASE or Wellbeing by specially trained staff to assist them throughout their school life. ● Learning Leaders engage in monitoring specific students through their own check-in system to support them positively so that they are in the right mindset ready for the school day. ● Personal Provision Plans assist the Learning Leaders in monitoring the inclusion of students. A variety of support mechanisms both in school and from outside agencies are utilised. ● The SEND Team frequently meets with students to maintain the relationships and to provide support to students who might need advice or a helping hand at any stage during the school day. Also, engagement with specific students and sampling work to gather deeper knowledge linked to teaching and learning through student voice. ● Students with heightened needs have an agreed 'go to person' who they can access in wellbeing or another member of staff as a key person in order to receive support to be successful on their school day. This support may be very occasional, or short-term and agreed with the student and/or family to ensure that the student feels supported. ● The Wellbeing suite of rooms is used to support a wide variety of students presenting a range of needs, social emotional, academic or developmental, with a wide variety of staff and outside agencies. |
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| <p>chronological age. We consider it essential for all students to engage in Reading for Pleasure throughout their learning journey at The Roseland.</p> <ul style="list-style-type: none"> • Reading Assessments enable staff to recommend the most appropriate reading material and to further personalise students' learning. • We expect all students and their families to positively embrace Reading for Pleasure. • The Roseland is heavily focusing on literacy and numeracy across the curriculum so that students can transfer these skills more smoothly across the subjects. A consistent focus on literacy through Reading Strands, SPaG and exploration of literacy activities ensures that the students' comprehension levels continue rising throughout their studies and help them access exam papers successfully, as well as prepare them for life. • Every year The Roseland focuses on further enhancing literacy through new activities to support all students achieving. • Alternative ways of recording responses to learning are permitted. | | |
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5. Self-help skills and independence

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| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
| <ul style="list-style-type: none"> • Lesson routines have been developed across the school so that students are able to build up self-confidence and rapport when moving from lesson to lesson. | <ul style="list-style-type: none"> • Posters are distributed throughout all learning spaces and common areas regarding who to go to for help, how to report inappropriate behaviour and how to seek assistance regarding safeguarding. Students are | <ul style="list-style-type: none"> • Task Management Board – students may use these to raise their level of independence. Classroom-based staff may offer step-by-step instructions per task or set of tasks to provide more visual clues for the students to stay on task and to follow each stage with |

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| <ul style="list-style-type: none"> • The presentation rules are displayed in all learning spaces and this helps students to maintain the focus on learning and accessing their learning material long term. • The planners provide helpful pages linked to specific pages to support literacy, SPaG and technically accurate language. The presentation rules are there also. • Posters are distributed throughout the school promoting British Values, Wellbeing and Positive Behaviour. We promote a growth mindset when entering all the learning spaces. Students are, as a consequence, able to lead their own spiritual, moral, social and cultural development whilst being members of The Roseland community. • All departments have laptops or Chrome books. As a consequence, learning often can be interactive, independently led by the students and engaging them through a rich diet of interactive and visual learning. • Individual subjects provide web-based Google Classroom where students not only can see the details of their homework tasks, but also lesson material, ASK and PLC (Personal learning checklist) documents, and revision resources leading to an assessment or an exam. • All students have an email account so that they can develop written communication skills and ask for advice from their teachers or a friend. • Access to ICT facilities at break, lunch or through Homework Club, as mentioned earlier in the document, enables students to lead their own learning. • Rewards through praise texts, Headteacher's Commendations etc. serve as motivational tools for students to lead their learning further forward and get actively engaged. Everything is celebrated and we want to know about all the highlights in and out of school to celebrate our young people. | <p>signposted to named individuals and/or specific areas of school to receive support.</p> <ul style="list-style-type: none"> • In lessons there are seating plans and classroom based staff change them frequently to ensure students are able to access their learning and also foster skills of working with their peers through student-led activities. • Literacy and Numeracy resources are in each classroom to offer coloured overlays, jotters, highlighters, pencil grips and post-its to support students as they require. These are currently re-developed to include a higher range of supporting tool across all subjects. • Students have access to dictionaries, glossaries and thesauruses to develop their comprehension skills. • Classroom displays often feature references to the key terms, exam specific terminology, core skills and knowledge that students might find supportive and these assist them to lead their own learning further forward through a discrete level of support to boost their confidence. • Students can communicate through Google Classroom with their teachers to submit their homework tasks, to query the assignment details etc. This gives them the opportunity to seek timely advice not only from the teachers but also from their peers, through the announcement features. • Literacy Mats/Knowledge Organisers showing specific subject vocabulary are available in all the classrooms. Students may have access to them in non-assessed tasks to support them. Students may be recommended to use them to support their technical vocabulary use. • Students may be encouraged to use Literacy Mats/ Knowledge Organisers in their lessons to embed | <p>increased success. These would be put into place over time in lessons most appropriate for the student and the most appropriate learning activity.</p> <ul style="list-style-type: none"> • Families can have these at home to reinforce the effectiveness of this tool further. • Glossaries and key words may be provided by the teacher to help students develop a deeper understanding of the terminology within a topic/unit. • Students may be prompted to take a photo of a learning material on their phone/chromebook to help them access the material at home or to capture a model so that they know what to aim for independently. • Where a student might benefit from using ICT for longer tasks or assessments to maximise their outcome, this is put into place over time through gradual adaptations and evidence gathering processes to ensure that support is effective. The staff evaluate the word processing skills versus handwriting skills to identify the best means of completing the tests over time. • Revision ideas, mind mapping and flashcard making support takes place in tutor groups and in subject lessons to demonstrate students how to develop their learning skills leading up to the assessments. Additional support is offered to those students who might be benefiting from more guidance on how to manage this. • Additional meetings with students and parents/carers take place in Year 11 prior the exam season to ensure that the student is well prepared to focus on the exam preparation and this crucial time of the school year. • Where a student might struggle to study at home, deployment of personalised support is |
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| <ul style="list-style-type: none"> • There are resources available in each classroom full of pens, highlighters, dictionaries etc. to promote independent learning. • Teacher talk is limited to ensure that it is the students who are doing the work in class. Focus is on learning new skills, rehearsing them through practical tasks and embedding them through independent production and consolidation that is further built upon. • Students may be signposted to different websites and interactive revision websites, apps where they either can rehearse learning through quizzes made by the teacher or design their own. | <p>the core skills and learn how to transfer those skills between subjects.</p> <ul style="list-style-type: none"> • Use of highlighters by students and staff is often incorporated into learning to highlight the most important words and/or the best features of their work. Visual learning strongly supports memory retention and recall. • Learning through mini-boards to write down the answer and confirm the answer before writing it down in books, fully enables the students to structure and re-draft their answers if they are not sure and also practise skills and knowledge in different ways. • Students have personalised equipment to support them in their learning, e.g. coloured overlays, seating plans, exploded homework diaries. • Students may be assigned individual assignments through interactive websites, Educake, Vocab Express, Active Learn, Kerboodle, GCSEPod, Seneca Learning, Kahoot, Quizlet, Memrise, Quizzes etc where staff offer them personalised support. Students can then focus on the specific aspects required to pre-learn or further embed knowledge and skills. • Family Learning initiative offers sessions that are directly linked to learning, self-help and independence and these sessions are designed to support each cohort based on what they need that academic year at that specific time to ensure they are successful and all the key information is shared with the parents and families to support achievement. | <p>considered to facilitate the opportunities within the school day by individual staff based on exploration of what might work best for that student.</p> |
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6. Health, wellbeing and emotional support

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> ● PSHE (Personal, Social and Health Education) lessons take place weekly and our themed days are whole school events in which all students participate. ● The school follows the Cornwall curriculum for PSHE and Sex and Relationships Education. There is a named coordinator for the PSHE programme, Miss Holly Filkins. ● Self-esteem, what it is, how to maintain it, especially under stress etc. is a big part of the Roseland PSHE curriculum. ● Student Leaders are selected to work as peer mentors and to offer informal social/emotional support to Year 7 students and tutor groups to aid the transition process. ● We have a regular visit from the school nurse service team who make themselves available to all students. We also we operate a C-card system in house, and the Green-card and Blue-card schemes where students who are Fraser competent can access confidential healthcare support through and from our partnership with local GPs. ● We have an independent part-time School Counsellor who is highly trained and who offers work around a range of mental health issues. ● The Wellbeing Team are highly experienced and can deal with a range of issues as they arise. | <ul style="list-style-type: none"> ● The Wellbeing Team assists vulnerable students at break times and lunch times. Also, the team carries out individualised sessions with small groups or individuals to overcome specific barriers to learning and to enhance wellbeing positively. ● Sport and music are both inclusive at The Roseland and students of all abilities and with all talents are supported to contribute to the highest level possible. ● Increasingly students with additional needs are encouraged to support each other formally and informally. ● As mentioned we have the onsite farm which both supports and engages a range of students outside lesson times. | <ul style="list-style-type: none"> ● Supported music lessons e.g. for drumming, singing, are made available, sometimes free of charge for individual students with additional needs who wish to access music lessons or who benefit from taking part in music sessions. ● Additional support for students and their families can be accessed from: <ul style="list-style-type: none"> ○ CAMHS (Child/Adolescent Mental Health Services) ○ Dreadnought ○ Penhaligon Friends ○ PSAs (Parent Support Advisors) ○ Cornwall/Truro College ○ APA Academy short stay schools ● Through our multi agency meetings we profile, share and develop plans to support students with a range of emotional, social, mental health or home issues to remain safe and get their best out of their time in school. ● Students with a range of individual needs have a 'go to person' and 'a go to safe place' agreed and identified which they can access. ● A 'time out card' may be provided for a vulnerable student to manage a difficult time and to access support promptly. ● The Wellbeing and BASE teams are safeguarding trained. Safeguarding students is a high |




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| | | <p>priority and something which is thought about and dealt with at every level.</p> <ul style="list-style-type: none"> • Individual Health Care Plans are put into place for students with specific health conditions. The student and family are involved in this process and the information is then shared with the staff to maintain their health and wellbeing whilst on the school site. This information is also supporting their wellbeing whilst participating in extra-curricular activities and school excursions. • Students with injuries are assessed and given their own PEEP documents in case of evacuation. Also, this information is distributed to appropriate staff. • Personal Evacuation Chairs are distributed across the site to maintain high level accessibility in any potential emergency situations arising. |
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7. Social interaction opportunities

| <p>Whole school approaches The universal offer to all children and YP</p>  | <p>Additional, targeted support and provision</p>  | <p>Specialist, individualised support and provision</p>  |
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| <ul style="list-style-type: none"> • All students are invited to attend trips, fixtures, music events and activities on our annual activities week. • All students apply social interactions as part of being in a tutor group with their tutor and their peers. Also this is reinforced during the specific PSHE and SRE sessions and tutor based activities. | <ul style="list-style-type: none"> • A wide range of students, representative of the student body as a whole are encouraged to join and contribute to the Student Leadership Team and the ad hoc focus groups. • Students are encouraged to lead activities across the school to increase their social interaction opportunities and they are supported by the adults as appropriate. | <ul style="list-style-type: none"> • Students who struggle with homework can communicate through Google Classroom directly with their subject teachers to get advice. The parents and carers can support their child through the Google Guardian facility as well. • PE lessons are supported appropriately, sometimes students are deployed to work in smaller groups, so that everyone is included at their level and can develop their skills at the same pace as other students with fewer special needs. |




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| | | <ul style="list-style-type: none"> • The onsite farm provides a range of activities and opportunities for students to socialise and support each other with the shared aim and focus of caring for the range of animals. • Animal handling sessions are offered to increase wellbeing and peer social interactions across year groups. • Young Carers are able to enjoy specially tailored sessions to enjoy creative and interactive activities in a structured and relaxed environment under a specialist guidance. • A safe place SPACE is provided at social times to allow students to communicate socially in smaller groups. • Risk assessments are carried out to ensure the students are facilitated the access of an activity, such as an extra-curricular activity. The aspect of safety is considered when participating in the mainstream curriculum and additional care provision is considered. |
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8. *The physical environment (accessibility, safety and positive learning environment).*

| <p><i>Whole school approaches</i> <i>The universal offer to all children and YP</i></p>  | <p><i>Additional, targeted support and provision</i></p>  | <p><i>Specialist, individualised support and provision</i></p>  |
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| <ul style="list-style-type: none"> • The Roseland is a multi-level site with many stairs inside and outside the building. There are ramps and a lift for students or adults in wheelchairs to access areas of the school. • Additional pathways have been built to aid the accessibility across the school site more smoothly. | <ul style="list-style-type: none"> • The Wellbeing and BASE areas provide a space for students who need time away from everyone else in order to be able to manage in school. • There are other areas around the school which also provide this such as the Reading Hub, SPACE and the Farm. | <ul style="list-style-type: none"> • Some students need access to specialist equipment. This is purchased so that students can use it and be included in all activities. • The farm provides a therapeutic calming environment, through the emphasis on caring for the animals and the quiet calm behaviour which everyone accepts is necessary around the animals. |

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| <ul style="list-style-type: none"> ● Accessible toilet facilities have been updated to provide a high standard of care. ● The Roseland has a unique family atmosphere; students look out for each other. This creates an environment in which students feel safe and where bullying is rare. This is what students have consistently told us in anonymous surveys. ● Vanessa Maule is the named Safeguarding Lead; assisted in safeguarding duties and child protection by the trained Leadership Team and Wellbeing staff, including Mrs Mitchell, Miss Blackwell and Mrs Tame. Vanessa Maule and Rachael Timmis are our Designated Teachers for Children in Care. Andy Ashwin oversees behaviour and attendance together with the Inclusion Manager, Mrs Dixon, and they support students in accessing education on a daily basis. ● The school site is an uplifting 'can-do' environment where staff are focussed on providing a supportive, inclusive and positive learning environment. ● The physical learning environment has been enhanced further by improvements to the windows, roof and window walling. ● The student data sheets have a section for Behaviour for Learning and there are scores out of 3 for Cooperation, Independent Learning, Equipment, and Effort. The definition of each of the 3 levels of each in these areas is displayed in the classrooms and in student planners. | <ul style="list-style-type: none"> ● Safety in practical lessons is taken very seriously, for example, students have to be given a health and safety instruction for the use of the equipment in DT, a sewing machine certificate and pass their Bunsen burner test in science in order to be allowed to use these items of equipment. | <ul style="list-style-type: none"> ● Students are supported in order to access all the aspects of curriculum, including physical education and drama, where they may be given a range of tasks. ● Students with a high level of support are involved in frequent discussions to review their success in accessing the environment and new strategies are always considered to support the students. ● Visual Impairment Team and Hearing Impairment Team regularly visit the learning environment to collaborate with the school and reviewing the provision to support individual students. ● Sensory walks are offered to individual students to support them in accessing the classroom environment and all the learning spaces so that they feel comfortable and can engage in their learning throughout. |
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9. *Transition from year to year and setting to setting*

| <p><i>Whole school approaches</i> <i>The universal offer to all children and YP</i></p>  | <p><i>Additional, targeted support and provision</i></p>  | <p><i>Specialist, individualised support and provision</i></p>  |
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| <ul style="list-style-type: none"> • We have a first class transition programme: staff hold meetings in partner primary schools, school publications are sent to provide more information in the decision-making process, we hold open evenings and evaluate our programme with partner primary headteachers after their visits to their former students in the Autumn term of Year 7. All prospective new students are given a Welcome Pack with all the key information for parents and students. • Years 5 and 6 experience their Taster Day and Welcome Day and are forging relationships with their secondary school. • Transition booklets are circulated to the primary pupils to become familiar with their secondary setting prior their arrival. • A number of curricular activities take place across the Roseland Trust and local primary schools that may involve sports, creative arts, music or humanities. These initiatives support the primary students to develop new relationships with the potential teachers, older peers and develop a deeper understanding what their future learning may be like. • Our Learning Leader for Lower School (Year 7 & 8) collaborates with the primary schools to collate the information and establish relationship with the new students. • Transition to 6th form college is made through the extra support of an Independent Advice and Guidance | <ul style="list-style-type: none"> • Students with additional needs are identified by partner primary schools and additional communications take place to gather more detailed information. The Operational SENDCo gathers the information during the academic year and support is triangulated between the primary and secondary staff in Spring and Summer. • Settling into secondary school may take longer for a student and this is taken into consideration. • Additional transition visits may take place and additional colleagues may be involved by supporting the student, the primary school and the family, such as Parent Support Adviser. • Additional transition visits may take place at different times of the day to develop understanding what it could be like studying in the secondary school and these occur in Spring and early Summer Term. • Across the year groups students are engaged in a career programme that is enriching their understanding of the career options and raising aspirations. • Assemblies take place periodically to highlight the key events in the local colleges and training, led by the external professionals and our team members, to share the information and provide further opportunities about future prospects. | <ul style="list-style-type: none"> • Staff are able to visit students in school who have transition plans or plans linked to their specific needs. Students with concerns about transfer or others who might benefit are able to visit The Roseland as many times as appropriate to make it a positive process. • Visual support is available to help the transition process where required to enable the primary school and family to support the pupil during the transition process. • A sensory walk may be provided for a student where relevant to provide sensory support. • Where appropriate, a student might be accessing support from the Wellbeing Team in order to manage the transition successfully and develop the self-confidence to access the lessons fully. • On transfer to 6th form college students with additional needs are given more time with the careers advisor and additional documents are sent to college to support the flow of relevant information, all designed to make sure that needs are met in the new environment. • The local post-16 providers are invited to EHCP reviews with the student's agreement. • Career South West practitioners engage with the specific students to support them in fostering their own ambitions, facilitating career support and |

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| <p>Officer. All students are seen and coached on career choice and their potential pathways through college and training providers. Career support can be carried out in tutor groups, in small groups and one-to-one as well.</p> <ul style="list-style-type: none"> • To support the transition, Year 10 students have access to Enterprise Show at Wadebridge Showground. Also, students have the opportunity to visit the Careers Fair that takes place during their journey at The Roseland. • All students participate in their Taster Days in Year 10 in the summer term, where they access the local post-16 education providers and sample several courses as part of their Taster Days. This very much contributes to the future choices. • All students are given support with the completion of the Post-16 college application forms and PSHE lessons focus on this aspect. In addition, students rehearse the interview skills and how to interact with adults when undertaking interviews and visiting colleges. | <ul style="list-style-type: none"> • Where students wish to pursue an apprenticeship, support is given by the independent Career Advisor at The Roseland to conduct research, letter of inquiry and application. • To support transition, we encourage students to participate in NCS - National Citizen Service - at the end of Year 11. This programme is very popular amongst The Roseland students and the engagement in this initiative is positively supporting the transition into training and life | <p>additional transition activities. Also, they engage with students on EHC Plans.</p> <ul style="list-style-type: none"> • Additional taster days and/or transition visits are organised, based on the needs of an individual student/a group of students, or based on the discussion with the family and the education provider. |
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Services and organisations that we work with:

| Service/organisation | What they do in brief |
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| CHAOS Farm | Series of sessions as necessary individually or in small group work sessions to support students in raising confidence and self-esteem on a local farm / forest school. |
| Kernow Young Carers | Support young carers 1-1 or in groups. Offer social activities. |
| Boot Up | Series of sessions as necessary individually or in small group work sessions to support students in raising confidence, achieving qualifications and self-esteem on a local farm / forest school. |
| YZUP | Service for young people with substance misuse |
| BF Adventure | Series of 6 week sessions (one day per week) to support students in small group work who may have difficulties with ASD, anxiety etc. |
| Autism Education Trust | Providing in school small group work with students with ASD. |
| CLEAR | Support for families who have experienced domestic violence. 1-1 support for 14-18 year olds. Also in - school workshops covering healthy relationships, CSE, pornography |
| BROOK | Young fathers' support group |
| Family Group Conferencing | Support to help deal with disputes within families |
| Dreadnought Centre | 1-1 support for managing behaviour and anger issues |
| Penhaligon Friends | Support for young people that have been bereaved or are living with serious illness |
| Family Intervention Planning | Work with whole families to coordinate services and help improve situations at home. |
| Targeted Youth Support | 1-1 and group work for self-esteem/self-confidence/housing/personal safety etc. Early Help Hub weekly drop-in sessions. |
| Action for Children | Mentoring and support, forums and chatrooms for students. Option to join events, youth clubs and other facilities. |
| Vision Support Team | Individual and in-school support for students with visual impairments. |
| Hearing Support Team Cornwall | Teacher of the Deaf provides sessions to students with hearing impairment and supports students with EHC plans on regular basis; support to the schools and families |
| SEND Cornwall | Liaising with schools and families; providing support, CPD opportunities and working with all parties. A Case Worker is assigned to the school to support us. |
| Cognition and Learning Service Cornwall | The service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with Cognition and Learning needs. |
| Devon and Cornwall Police | The Police attend our Multi-Agency meetings and can support with education around key topics and concerns. |
| The School Nursing Service | The service provide drop-in Health Zones for students and support individual students as required. |
| Local GP Surgeries | There are increasing links between school and the healthcare sector. Multi-Agency meetings are attended by our Safeguarding Team. |

Answers to Frequently asked Questions

How does your school know if children/young people need extra help?

Students often tell us themselves: they communicate with their tutor, subject teachers, Learning Leader or speak to a member of Wellbeing Team about their concerns. We assess all students strategically during the academic year to determine their progress throughout their Learning Journey. In addition, the progress data sheets are generated every term for Key Stage 3 (Years 7-9) students and half-termly for Key Stage 4 (Years 10-11) students. Apart from their current progress, the sheet tracks their behaviour for learning (BfL) codes that are ranked 3-1 (3 being exceptional learning behaviour and 1 indicating the student is unlikely to meet their target and is falling behind) against their aspirational targets. Students are informed during the year about their BfL scores and the classroom based staff can use this information to support the students further. All classroom based staff also have their own class data sheets where they plot interventions and support for individual students based on the assessment results and the progress data sheets. In addition, learning walks carried out by members of the Leadership Team, SEND Team, Raising Standards Team (RST) with the teaching staff provide opportunities to celebrate progress and achievement and also identify support. Students often participate in small group or one to one discussions about their learning with adults to gather feedback and identify the achievements or support needed. Work sampling takes place to understand how students learn and to evaluate how the students are progressing. Checklists for different developmental or behavioural conditions are developed to monitor the barriers to learning and provide supporting evidence when talking to parents, carers and other specialists where relevant. Periodical reading tests help us to review students' developments in cognition and literacy comprehension in order to deploy additional literacy interventions and exam concession testing.

What should I do if I think my child may have special educational needs?

Talk to your child's form tutor first. They will inform the SEND Team. If you wish to share your concerns directly, you can ring or email the school.

Who is responsible for the progress and success of my child in school?

We all are, you, your child, and the staff in the school. If we all work together we can be sure that we will get the best out of students during their time with us. You only get one chance to benefit from your secondary education, so it has to be right.

How will the curriculum be matched to my child's needs?

All students follow the most appropriate curriculum to assist them with progress and develop their understanding skills and students may access different level of support in the classroom, based on their level of need or progress. Increasingly we teach students in mixed ability groups from the outset. In all our lessons we try to do practical tasks, as well as focus on longer writing tasks. We model the tasks and we rehearse the writing and reading skills with the students to deepen their learning and independence. In our CPD we have been developing more skills linked to modelling and scaffolding which support all students. We are currently developing the skills to use visualisers to model tasks and share learning further. All students have access to the full range of GCSE grades on their learning journey and they move through those grades based on their individual progression over the years. Where set according to ability, students are supported but also can be further challenged to acquire deeper learning skills supporting them in their education and life beyond The Roseland. Where students are taught in mixed abilities, they can develop their learning behaviours and cognitive skills through peer modelling, and differentiated support.

How will school staff support my child?

By checking on all available information, listening to students and parents and working in partnership to support students to have high aspirations and get the very best out of themselves during their time with us. We are constantly checking to make sure students are progressing and are happy and secure. We engage in specific discussions with the student where concerns are raised in order to establish the cause. Based on our initial findings we direct our further steps. This might mean to look through a student's work to generate an overview, to conduct 'student shadowing' to develop a broader picture or deeper understanding of a specific learning aspect, to collate views from the subject teachers, review the data and based on any of that or all of that we agree with the student and parents the support to put into place. Students on the Record of Need have their own Learning Plan and this incorporates all the support provided, including the family at home. The Learning Plan is reviewed three times a year with the student and the family together. We are also currently developing personalised provision passports to underpin Learning Plans. Additional meetings may be agreed at crucial times during the exam season and based on the needs of the child. Parents' Meetings facilitate the discussion on progress and exploration of potential further support required. The information on the SEN register/Edukey Provision Map is updated frequently, based on the newly-emerging needs and staff information about an individual child's needs so that the support is implemented in practice. Parents and carers are encouraged to participate in our Family Learning initiative where specific workshops take place to support the students in particular aspects of learning, such as End of Year Exam, interactive learning etc. School is always updating their own CPD programme to make sure that the good practice is shared amongst staff and different ways of supporting are explored.

How will I know how my child is doing and how will you help me to support my child's learning?

In Years 7, 8 and 9, all students receive their progress data sheet at the end of each term. In addition, they receive an annual progress report. Students in Year 10 and 11 receive their progress data sheet at the end of each half-term in order to measure their progress towards their GCSE exams more closely. Based on a student's average Key Stage 2-point score, the trajectory target is projected. In Key Stage 3 (Years 7, 8 and 9) students are measured based on their flight path progress: Launching, Developing, Securing, or Mastering. In Key Stage 4 students are measured according to their current progress, at a GCSE grade 9-1. We do not put a ceiling on any one child's progress. All the students are encouraged to aim high and have access to attain the grades 9-1. We are aware of where each student should be heading and we monitor the rate of progress over time. Assessments, end of unit tests, trial exams and PPEs enable us to assess students accurately.

Targeted support is deployed to address any weaknesses specifically in Key Stage 4. If your child is falling behind trajectory, the subject teacher or Learning Leader would be contacting you with further information and plan action together with you and your child. This might involve targeted support, remote targeted support linked to a specific topic/skill, discussion about different strategies and supporting resources, some 'in class' adjustment, support from you at home and/or a plan put into place by a class teacher or the SEND Team and other specialists. In KS3 the support might be deployed through different homework task, the whole class intervention or through DIT (Dedicated Improvement Task) activities in their timetabled lessons.

What support will there be for my child's overall wellbeing?

We take this very seriously at The Roseland. We want students to achieve their very best and to be happy during their time in school. We have a very active Wellbeing Team which combines the more traditional functions of the pastoral aspect, as well as looking at emotional Wellbeing, behaviour through a very close collaboration with Learning Leaders and our Attendance Officer. In addition, the Wellbeing Team communicates very closely with the SEND Team so that we can look at the child as a whole and not in isolation. The student surveys demonstrate that the students enjoy school, the support they receive and also actively participate in maintaining their wellbeing themselves.

How do I know that my child is safe in school?

By listening to what they say and reporting anything of concern to us. Students score us extremely highly for feeling safe in all sorts of environments in school both when supervised and when in more unstructured environments. Students know where to go when worried or wishing to report anything linked to their Wellbeing and safety. Posters are distributed throughout the school to inform them who are the designated colleagues to help them. The learning routines are well-established and monitored frequently by learning walks and uniform checks which enable us to spot check on safety. The Roseland Academy was rated 'Outstanding' by Ofsted in all areas in 2017. This includes Safeguarding and Personal Development, Behaviour and Welfare. Additional information is on the school website for the parents, such as regarding the use of social media and how to be Internet safe. Digital Parenting Magazines are circulated to the parents when they are published. For the students, assemblies take place to support health and safety as well as a range of PSHE topics with a focus on health and safety too.

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

All staff, particularly our Wellbeing Team, are highly experienced and their work has been long-established in the school. The Wellbeing Team are known to all staff and students. We have staff trained in educational support, with additional qualifications linked to SEN, dyslexia and autism, and who are skilled in social work, parental support work and our own counsellor to work with students 1-2-1. All staff are upskilled regularly on the SEN provision and the procedures in school to maintain this support through staff training. In addition, we have TIS (Trauma Informed School) trained colleagues who carry out specialised work with specific students as appropriate.

What SEND training have the staff at school had or are having?

Our SENDCo, Vanessa Maule has a Masters degree in Education and The National Award for Special Educational Needs Coordination. In addition, Vanessa also holds the National Professional Qualification for Headship. She has been working in education in Cornwall for over two decades. Rachael Timmis is our Operational SENDCo and holds The National Award for Special Educational Needs Coordination. Our Operational SENDCo and Reading Hub coordinator screen students that are considered 'at risk' of dyslexia and work closely with teaching staff to ensure there is triangulation of class work, screening, student voice and focus on the helpful strategies. All our staff regularly take part in training linked to hearing impairments and liaise with the specialists supporting our students from the county supporting services. We implement the exam concession testing to make sure that students have equal opportunities to the exam access arrangements. The SEND Team works closely with our own Autism Champion and County Autism Team to plan support. The Personal Learning Mentor (PLM) is assigned to work with Year 7 and Year 8 year-on-year to support the transition process and to support individual students in their lessons. Furthermore, the Personal Learning Mentor continues to support some students in other year groups through individualised support in lessons or registration, such as assistance with reading or homework. Equally, the PLM's role is to liaise with class teachers and the SEND Team about potential barriers to learning to inform the best ways of supporting students. All the above colleagues work very closely with the SENDCos to deploy the support across the school according to the needs and also to evaluate the impact of the roles overall on achievement and progress.

How will my child be included in activities outside the classroom including educational visits?

We take steps to ensure that activities include all students, and we also take safety seriously talking to parents individually if there are any concerns about a particular visit and their child's place on it. Pre-visit meetings may take place with the SEND Team, the student and family to discuss the activities and prepare the student for the change of routine. Additional risk assessments may be undertaken, in order to take into consideration any additional needs arising, as relevant to a particular student at that time.

How accessible is the school environment?

The Roseland is a multi-level site with many stairs inside and outside the building. There are ramps and a lift for students or adults in wheelchairs to access areas of the school. The school has additional pathways to enable wheelchair access.

How will school prepare and support my child through the transition from key stage to key stage and beyond?

Transition is from primary to secondary, from Key Stage 3 to Key Stage 4 when students choose their options and at 16+ when students leave us. Learning Leaders collaborate with the previous and future educational establishments, depending on the transition milestone. The Learning Leaders communicate together and share information to ensure there is a smooth transition between the educational phases within The Roseland as well. Through the established networks, we have a wide range of activities, procedures and intervention from outside professionals to support transition at all these key moments in a student's school career. Students, parents and carers are informed about events supporting the options choices leading into Key Stage 4. Also, they are informed of all the events relating to the work experience and the post-16 education and training opportunities through a range of assemblies, college open evenings, and student's individual meetings with our independent careers adviser.

How are the school's resources allocated and matched to children's special educational needs?

Our local offer shows that we use the resources available to the school to support all students here with what they need to be successful. Students who need greater individual support on top of what is available to everyone, are supported by the range of individuals liaising with them through specific supportive approach, linked directly to their needs.

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

We are led by how the student is progressing matched against their personal targets, expectations and their emotional wellbeing. We collate information from all the stakeholders and we decide what might work best to reduce specific barriers. We regularly assess all students and our concerns are communicated to parents and carers.

Who can I contact for further information?

In the first instance you can contact your child's tutor, a member of the Wellbeing Team, their Learning Leader or the SEND Team.

What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

In the first instance please contact a member of the Wellbeing Team, we will be pleased that you are giving us some information we do not know because this is at the core of our work in school, making sure we support students so that they can get the very best out of their time with us. Working in partnership with you, we will do our very best to make any necessary changes.

How is your Local Offer reviewed?

Consultation on the website and through the normal channels e.g. student consultation, parents/carers and then to Trustees for further discussion and possible changes.

Who are the Learning, SEND and Wellbeing Team?

They are a group of staff who are focussed on supporting students to have the best academic and social experience during their time in school.

Wellbeing are available on 01872 530675 or email:

wellbeing@theroseland.co.uk

Lower School Student Support Manager (Mon/Tues/Thurs) Mrs Mitchell

nmitchell@theroseland.co.uk

Lower School Student Support Manager (Wed/Thurs/Fri) Miss Blackwell

jblackwell@theroseland.co.uk

Lower School Learning Leader (Y6/Y7/Y8) Miss Hare

rhare@theroseland.co.uk

Upper School Student Support Manager Mrs Tame

htame@theroseland.co.uk

Upper School Learning Leader (Y9/Y10) Mr Avery

ravery@theroseland.co.uk

Upper School Learning Leader (Y11) Mrs Atkins-Gammons

eatkins@theroseland.co.uk

Deputy Headteacher DSL & SENDCo Mrs Vanessa Maule

vmaule@theroseland.co.uk

Assistant Headteacher Attendance and Behaviour

aashwin@theroseland.co.uk

Operational SENDCo Miss Rachael Timmis

rtimmis@theroseland.co.uk