ROSELYN HOUSE SCHOOL AND THE RHISE SERVICE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Statement of Intent

Roselyn House School and The RHISE Service values the abilities and achievements of all its students, and is committed to providing for each student, irrespective of ability, gender identity, race and sexual orientation; a happy and caring environment in which they can develop their full potential. We feel that we provide a nurturing environment for young people in which to recognise their individual needs and grow. We challenge discrimination across all protected characteristics and aim to provide positive information about different groups of people, that is non- stereotyping.

These aims can be achieved by being attachment aware in the following ways:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)

- Understanding that behaviour is a form of communication. In the Code of Practice of SEN in 2014, SEMH replaced BESD which helps to promote a shift towards viewing behaviour as a communication of an emotional need

- Taking non-judgemental, curious and empathetic attitude towards behaviour. We need to reflect on the feelings and emotions that may drive a certain behaviour rather than the behaviour itself

- We need to understand that our students are vulnerable and not 'badly behaved'. We need to find out what is making them vulnerable and put the appropriate strategies in place

- We need not to take some behaviours personally and question why a young person is struggling and how do we help through this distress

- Putting relationships first where we have strong relationships and operate as a whole school community where there is connection, inclusion, respect and value for all

- Maintain clear boundaries and expectations. We have to have expectations, routines and structure. This is what makes our young people feel safe. At Roselyn House School and RHISE we pride ourselves on nurture and structure

- We need predictable routines and responses to behaviour which are modelled appropriately

- Certain behaviours should be made explicit and rewards and sanctions an expected response

- Understand that not all behaviours are a matter of choice and not all behaviours are within a young person's control

The Special Educational Needs And Disability (SEND) aims of the school are:

- To ensure that all students have access to a broad and balanced curriculum.

- To provide a differentiated curriculum appropriate to the individual's needs and abilities.

- To ensure the identification of all students requiring SEND provisions as early as possible in their school career.

- To ensure that our students take as full a part as possible in all school activities.

- To ensure that parents/ carers of our students are kept fully informed of their child's progress and attainment.

- To ensure that all students are involved, where practicable, in decisions affecting their future SEND provision.

- To offer individualised timetables to cater for specific needs.

- To provide an Individual Learning Support Plan which caters for Social and Emotional aspects of learning, literacy/ numeracy development.

- To provide a Personal Learning Plan which outlines specifics of Needs and Learning Pathway.

- To identify learning styles of students to help model learning plans and develop learning/thinking skills.

- To provide specific intervention in Speech and Language/ Communication Therapy, Anger Management, Social Interaction.

- To provide a local offer to the LEA

We recognise that our students have Education and Health Care Plans and will develop additional needs within their school life. In implementing this policy, we believe students will be helped to overcome and further manage their difficulties.

This document has been developed in consultation with the Headteacher and other members of staff within Roselyn House School and The RHISE Service taking into consideration present and previous needs of our students.

It is a working document which reflects the ethos and practice within the school in relation to children with SEND. It has been written with due regard to the requirements of the Special Educational Needs The Code of Practice (2015) and it will be monitored and evaluated according to changes within the Code of Practices and when they arise.

Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

However, individual young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children with an Autism Spectrum Disorder may have needs across all areas.

At Roselyn House School and The RHISE Service, we aim that, 'The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.' (CoP 5.33)

The main changes from the SEND Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities

- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood following a designated pathway
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005
- There is new guidance on supporting children and young people with SEND who are in youth custody

At Roselyn House School and The RHISE Service, we are committed to inclusion. We plan to develop cultures, policies and practices that include all our learners. We aim to engender a sense of community and belonging, and to offer new and positive opportunities to learners who may have experienced previous difficulties.

This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender identity, sexual orientation, ethnicity, impairment, ability, attainment and background.

This policy describes the way we meet the needs of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, or emotional or social development, or mental health needs, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, mental well-being, age and maturity. We recognise for many of our students a crucial factor is their readiness to learn. Often there have been large gaps in their education and a distrust may have developed. This can be overcome by individually designed packages which aim to slowly integrate a young person back into learning. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Whilst many factors contribute to the range of difficulties experienced by our young people, we believe that much can be done to overcome them by parents/carers, teachers/learning support mentors, associated agencies and students working together.

Definition of SEN

A young person has SEN if they have learning difficulties that calls for special educational provision to be made.

A young person has learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a 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 or mainstream post-16 institutions

(SEND Code of Practice January 2015)

Young people are not regarded as having learning difficulties solely because their language, or form of language, is different from that in which they are taught.

Roselyn House School and The RHISE Service will have due regard for the Special Needs Code of Practice when carrying out our duties towards all our students and ensure that parents/ carers are notified of the specific SEND provision being made for their child.

Special Education and Training Provision means:

'The local authority must set out in its Local Offer an authority-wide description of the special educational and training provision it expects to be available in its area and outside its area for children and young people in its area who have SEN or disabilities from providers of relevant early years education, maintained schools, non-maintained special schools, pupil referral units, independent institutions approved under section 41 of the Children and Families Act 2014, and the full range of post-16 providers. This includes information about the arrangements the local authority has for funding children and young people with SEN, including any agreements about how providers will use any budget that has been delegated to them.' (CoP 4.32)

Roselyn House School is an Independent Special Needs School registered with the DFE for students with Social, Emotional and Mental Health Difficulties, Autism and/ or Asperger's.

All staff are involved with working with our young people at Roselyn House School and/ or The RHISE Service. The team with specific responsibility for working on individualised learning plans are:

Assistant Headteacher   *Miss K Holmes*

RHISE Co-ordinator/ Autism   *Mrs T Higgins*
Co-ordinator

Teaching and Learning Co-
Ordinator   *Mr J Birkenhead*

Business Manager

                                        Mrs R Smith

Deputy Headteacher

Miss Willacy

SENCO

Miss J Wilson

Headteacher

Miss S Damerall

Admissions

All of our students admitted to Roselyn House School/ The RHISE Service have an Education, Health Care Plan for Social, Emotional and Mental Health Difficulties. In addition, we cater for specific learning difficulties/associated disorders:

- Dyslexia – Students who experience difficulty with short-term memory, concentration and organisation. This is often noticeable when processing information due to difficulty with visual and auditory perception skills.

- Dysgraphia – This is a difficulty which affects writing ability which is often illegible and inaccurately spelt. Many of our students experience this at varying degrees but it is not a match towards intelligence or have an effect on the ability to read. The student may also experience difficulty with co-ordination and fine motor skills.

- Dyscalculia – A student may have normal language ability but has difficulty with Maths's skills. They do not tend to notice common mistakes and can transpose, omit or reverse numbers. There can be difficulty with time, direction sequences and memory for names. Often a student may be late and find it difficult to follow timetables. They can also have a poor sense of direction and get lost.

- Dyspraxia – This is a developmental disorder which affects co-ordination. It can impact on movement, perception, thought and can affect speech. The student may experience difficulties with fine motor

movement, whole body movement and hand – eye co-ordination. They tend to lack co-ordination, the ability to sequence and organise.

- **ADD & ADHD** – A student diagnosed with ADD or ADHD may display disruptive behaviours which are not age appropriate. They may have difficulty in focusing attention and struggle to complete a task. Often his/her behaviour can be impulsive, be prone to mood swings and social clumsiness. A student experiencing ADHD is often hyperactive and impulsive; finding it difficult to see the dangers of his/her actions and a student experiencing ADD has a higher risk of co-morbid depression or anxiety disorders. He/she may find it difficult to concentrate.

- **Oppositional Defiance Disorder** – Students may demonstrate a pattern of anger which is displayed through disobedience, hostility and defiance behaviour towards authority figures. They can often be stubborn and often angry.

- **Asperger's/ Autistic Spectrum Disorder** – This is a developmental disability characterised by impairments in social skills, language and behaviour. He/she may experience difficulty with verbal communication and eye contact.

- **Conduct Disorder** – This is a psychological disorder diagnosed which presents itself through a persistent anti-social behaviour where the basic rights of others are not considered and the student is often not age appropriate.

- **FASD** – FASD, Foetal Alcohol Spectrum Disorders is an umbrella term for several diagnosis that are all related to the prenatal exposure to alcohol. Students diagnosed with FASD may display social, emotional and behaviour characteristics including volatile and unpredictable mood swings, diminished impulse control, poor social skills and poor sense of self/low self-esteem. FASD students often have developmental delays in social, emotional, cognitive, language and behavioural areas.

- **Attachment Disorder** – This is a term use to describe disorders of mood, behaviour and social relationships arising from a failure to form normal attachments to primary care giving figures in early childhood.

- **Aphasia/ Dysphasia** – Language and communication learning disabilities involve the ability to understand or produce spoken language. Language is also considered output activity because it requires organising thoughts in the brain and calling upon the right words to verbally explain or communicate something.

- **Auditory processing disorder** – Professionals may refer to the ability to hear well as ''auditory processing skills'' or ''receptive language''. The ability to hear things correctly impacts the ability to read, write, and spell. An inability to distinguish subtle differences in sound or make it difficult to sound out words and understand the basic concepts of reading and writing.

- **Visual processing disorder** – Problems in visual perception include missing subtle differences in shapes, reversing letters or numbers, skipping words, skipping lines, misperceiving depth or distance, or having problems with eye–hand coordination. Professionals may refer to the work of the eyes as "visual processing." Visual perception can affect motor skills, reading comprehension, and maths.

On reading a student's EHCP they may or not be invited for a Non-Prejudicial Visit to the school which will allow time for the Headteacher and Business Manager to get to know the individual child and background surrounding them. This is often carried out with the involvement of the Teaching and Learning Co-ordinator. Following this if the school feels that we can meet the young person's needs a placement will be offered. However, the Headteacher and Business Manager reserve the right to refuse a student admission if it is felt that their particular educational needs cannot be adequately met within the school or if their level of need is severe or if they could cause a danger to themselves or others around them.

All of our students have an EHCP. The purpose of an EHCP is to make special educational provision able to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The EHCP uses assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person

- Provide a full description of the child or young person's special educational needs and any health and social care needs

- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations

- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Identification, Assessment and Provision

All teachers are responsible for identifying students' individual needs and, in collaboration with the Teaching and Learning Co-ordinator, SENCO, Autism Co-ordinator, will ensure that those students requiring different or additional support are identified as early as possible. Assessment is the process by which students with SEND can be identified.

Whether or not a student is making progress is seen as a significant factor in considering the need for individualised SEND provision at Roselyn House School and The RHISE Service.

Students may be identified as having a range of the following needs which may be combined and can change over time:

Communication and interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

Early Identification

Early identification of students with additional requirements is a priority.

CAT Testing/ Progress Testing/ Boxall Profile- Mrs Wilson

Literacy – Miss Holmes/ Mrs Wilson

Numeracy – Miss Willacy

VARK/ Learning styles – Miss Wilson

Learning Support Plans/ Whole school data – Miss Willacy and Miss Wilson

The school will use appropriate screening and assessment tools, and ascertain students' progress through:

Tracking student progress is an important part of teaching and learning so that teachers can see any student who may need additional support, but also any student who may be excelling. Students also need to be aware of how they are doing so they have a reason behind their learning and re-focus their education from a disaffected experience.

Tracking student's progress at Roselyn House School and The RHISE Service is done by subject staff through assessment files which all Teachers have. This is available as a digital working document. These should be referred to regularly and updated on a regular occasion. Data should be updated on the student's Learning Support Plan. This is monitored by Mr Birkenhead, Teaching and Learning Co-Ordinator and frequently discussed with Miss Damerall, Headteacher.

Assessment used:

Cat 4

Provides a rounded profile of student ability so you can target support, provide the right level of challenge and make informed decisions about students' progress. It provides a unique profile of strengths and weaknesses across four areas:

Verbal Reasoning – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.

Non-verbal Reasoning – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.

Spatial Reasoning – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

Quantitative Reasoning – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

It's statistically reliable. CAT4 was standardised on 25,000 students and it's verified every year based on analysis from a quarter of a million students.

Cat 4 testing gives you details on the potential of students, flagging where hidden factors are affecting performance. A range of easy-to-follow individual and group reports provide a more complete picture than curriculum tests can provide by themselves. They're benchmarked against national performance and include KS2, GCSE and A-level indicators.

New Group Reading Test

Tests not just the ability of students to decode what they read, but also to comprehend and apply meaning. It can be used to measure phonemic awareness in less able readers too.

NGRT (digital) can be used alongside New Group Spelling Test (NGST), which is also fully adaptive. The two tests work together, with a Spelling and Reading Report comparing and analysing the results from both.

NGRT was standardised against a UK sample of over 11,700 students. The national benchmarks within NGRT are verified every year based on analysis from almost half a million students, so it's guaranteed to be statistically robust.

The test shows the reading ages and the Standard Age Scores of your students, so you can introduce extra challenge or interventions to address problems before they impact on performance. When used termly, reports show the progress your students have made across the year.

New Group Spelling Test

New Group Spelling Test (NGST) is an adaptive assessment which allows termly monitoring of spelling skills. When combined with our New Group Reading Test (NGRT) you can assess reading and spelling together.

The New Group Spelling Test (NGST) allows teachers to assess spelling ability benchmarked against the national average, and monitor progress.

NGST is aligned to the new curriculum in England and all questions are delivered via audio. The test is fully adaptive which means that the material adapts to the student's ability.

The New Group Spelling Test has two sections:

Single word section - tests five or six spelling rules in line with the new curricula.

Spelling in context section - tests a variety of different spelling rules using sentence completion tasks.

NGST features three equivalent forms A, B and C, one of which can be used in each term of the year.

By administering NGST for all students at the beginning, middle and end of a school year, you can monitor spelling progress.

NGST is a screener for all students at the beginning of a year, to identify any students who may be in need of additional diagnostic assessment and support for specific literacy difficulties.

A valuable reference point and means of national comparison

The Standard Age Score (SAS) provides a national benchmark, allowing the ability to compare each student's performance with other children of the same age, and track progress year-on-year.

Data is presented in visually accessible tables, bar charts and scatter graphs that allow for easy comparison, as well as clear narrative explanations that explain the student profile and its implications for teaching and learning.

The diagnostic information provided together with the ability to measure impact pre and post intervention makes NGST a valuable assessment. The reports include:

Group report for teachers - stanines for each section to highlight where a wide discrepancy may need particular attention

Individual report for teachers – offers a detailed analysis of responses to the two sections of NGST, a profile summary and tailored implications for teaching and learning

Group progress report for teachers – see two points of progress at-a-glance against a national sample

Group progress report for three points of progress

A spelling and reading group report - allowing you to compare scores for NGST and NGRT

A spelling and reading individual report - allowing you to compare scores for NGST and NGRT

Spelling and Reading scores can be combined

Spelling and reading reports combine and compare scores from both tests – SAS, stanine and age equivalent scores

Hodder Access Maths Test

There are two sets of forms which help you gain valuable insight into your students' maths ability with AMT; a wide-ranging, standardised and flexible assessment for students aged between 7 and 16.

Used as a screening test to baseline students at the beginning of the year, transitioning from primary to secondary education, or as a guide to group sets when schools reopen after a period of remote learning.

Confidently assess progress in mathematics at regular intervals using parallel forms (two sets of forms) designed for repeat testing

Easily identify specific areas that may be limiting a student's overall success and plan relevant and targeted intervention strategies to boost or stretch skills.

Analyse performance and quickly spot gaps in learning via reporting tool MARK (My Access and Reporting Kit)

Progress Test Series – English, Maths, Science

Measures students' knowledge, understanding and application of the core subjects:

English: focuses on grammar, punctuation and spelling, and on reading comprehension, using age-appropriate fiction and information texts.

Maths: assesses key aspect of maths appropriate to the age of the student including mental maths for those aged 8 and over.

Science: measures two dimensions of science learning, understanding of science content, and working scientifically (application of skills).

The PT Series is a once-a-year progress measure, used at the end of the academic year. It can also be used twice a year to support individual interventions and teacher planning.

It's statistically robust. The PT Series was standardised against a UK sample of over 100,000 students, with benchmarks verified every year based on analysis from half a million students.

It supports school improvement initiatives by showing the relative performance of your students compared to national benchmarks. Testing year-on-year enables you to track individual and group progress. Transition tests provide an accurate profile of your students and sets a baseline from which to monitor progress.

Dyscalculia Screener

Identifies dyscalculic tendencies in students aged 6–14+ years and recommends intervention strategies to help them achieve their potential.

The 30-minute test is a tool for screening an entire year group, or for screening those students showing some signs of difficulty. It can play an important part in helping both specialist and

non-specialist teachers distinguish between those individuals who have poor maths attainment and those whose difficulties are associated with dyscalculia.

The screener provides a true measure of a student's facility with numbers through evaluating their ability to understand number size, simple addition and simple multiplication.

The Dyscalculia Screener has been standardised, so you can be assured that results presented are accurate and reliable. Results are easy to interpret and information on a student's strengths and weaknesses are detailed across each test. Standard Age Scores are provided.

The assessment offers the following reports:

A Diagnostic Group Report; a convenient way of assimilating and storing results for a group of readers.

A Parent/Carer Report plus further guidance and letter templates will help support your communication with parents and carers both before and after screening.

Dyslexia Screener

The Dyslexia Screener is an assessment that identifies dyslexic tendencies in students aged 5–16+ years and recommends intervention strategies to help them achieve their potential.

The 30-minute test is an ideal tool for screening an entire year group, or for screening those students showing some signs of difficulty. It can play an important part in helping both specialist and non-specialist teachers distinguish between those individuals who are having general difficulties in literacy and those whose difficulties are associated with dyslexia.

The assessment comprises six tests covering three areas, with two assessments for each: Ability, Attainment and Diagnostic.

Pupil Attitudes to Self and School (PASS)

Uncovers emotional or attitudinal problems (such as low self-regard or attitudes to attendance) likely to hinder achievement at school.

PASS was established by educational psychologists and standardised on 600,000 children, so the results are statistically reliable in measuring highly subjective and sensitive issues.

It informs on potential, or actual, risks of disengagement in children, graded according to a simple traffic light system, and measured against national benchmarks. Green, yellow, amber and red flags provide an instant visual indication of problems and their severity.

It's a short self-evaluation digital survey which takes just 20 minutes. Students are asked to respond to a series of statements about learning and school, corresponding to these nine standardised factors proven to be significantly linked to educational goals.

It looks and measures the following attitudinal factors:

1. Feelings about school

Explores whether a student feels secure, confident and included in their learning community.

2. Perceived learning capability

Offers an insight into a student's level of self-respect, determination and openness to learning.

3. Self-regard

Equivalent to self-worth, this measure is focused specifically on self-awareness as a learner, highlighting levels of motivation and determination.

4. Preparedness for learning

This measure covers areas such as study skills, attentiveness and concentration, looking at the student's determination and openness to learning.

5. Attitudes to teachers

This measures a young person's perceptions of the relationships they have with the adults in school. A low score can flag a lack of respect.

6. General work ethic

Highlights the student's aspirations and motivation to succeed in life, this measure focuses on purpose and direction, not just at school, but beyond.

7. Confidence in learning

Identifies a student's ability to think independently and to persevere when faced with a challenge.

8. Attitudes to attendance

Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede earlier with strategies to reduce the likelihood of truancy.

9. Response to curriculum demands

This measure focuses more narrowly on school-based motivation to undertake and complete curriculum-based tasks, highlighting the student's approach to communication and collaboration.

VARK

Is an assessment that gives guides to learning styles, in order to build strategies for teaching students to meet their individual styles of learning. It helps a student to learn about their self and promotes understanding as a learner.

The Boxall Profile

The Boxall Profile is a psycho-social assessment scheme used for the assessment of children and young people's social, emotional and behavioural development, and their wellbeing within a nurturing environment.

It is aims for the use of professionals who work with children and young adults, offering an awareness to what may be the cause of difficult behaviours, and to help find ways to offer support children through their barriers of learning.

Staff that know children well complete a two-part check list, to look at progress through the different aspects of development. The two areas are Developmental Strands and Diagnostic Profile. These are then summarised with reference to the and The Boxall Profile for Young People Assessment and Intervention at Secondary Stage Guide.

The Developmental Strand channels young peoples' cognitive, social and emotional development.

The Diagnostic Profile gauges their behaviours that may affect their academic progress possibly resulting from reduced development as a young child.

The Boxall Profile will be completed on an annual cycle so as to identify where progress, or regression has occurred for the sole use of professionals who are involved in working with individual children. The first assessment will be made at a minimum of 6 weeks into attending Roselyn House School or RHISE.

Timeline for Assessment

Literacy Assessment (NGRT, NGST) Autumn 1 and Summer 1 – ALL RHS & RHISE.

Numeracy Assessment (Hodder) Autumn 2 and Summer 2 – ALL RHS & RHISE.

CAT 4 – Spring 2 – ALL RHS and KS3 RHISE.

Progress Testing (Maths, English & Science) Summer 2 – ALL RHS and KS3 RHISE.

VARK & Boxall will be completed yearly and follow the annual review schedule.

MCMH – will run throughout the whole school year and form part of SEAL and PSHE lessons.

New starters

Students at both Roselyn House School and The RHISE Service are likely to start midway through a year. They will be given baseline assessments in all areas they have missed in the timeline and then proceed accordingly following this baseline being established.

In addition to aforementioned assessment, we use:

- Evidence obtained by teacher observation/assessment.

- Student performance measures in Roselyn House School's Levels against 1-9 level descriptors.

- Behaviour Profile Assessment.

- Records from student's previous school.

- Information from parents/carers.

- Individual Speech & Language Assessment, Occupational Therapy, Autism Spectrum assessment where required.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by Class Teacher/Learning Support Mentor through a differentiated curriculum.

- Periods of withdrawal to work with a SEN Learning Support Mentor on Literacy, Numeracy, Communication, Speech & Language, Social, Emotional and Anger Management development.

- In-class support with adult supervision.

- Support from specialists within class or as a part of a withdrawal programme.

- SEAL Curriculum supported by Therapeutic Activities.

- RHISE programmes of outreach learning.

- Outside agencies to support specific need e.g. Speech & Language Therapy, CAMHS, Occupational Therapy.

English for speakers of other languages

Particular care will be needed for students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from SEN. It will be necessary to assess their proficiency in English before planning any additional support that may be required. Mr A King is our qualified ESOL advisor/ tutor.

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Prevents the attainment gap widening.

- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.

- Narrows the attainment gap between student and peers.

- Equals or improve upon the student's previous rate of progress.

- Ensures full curricular access.

- Shows an improvement in self-help and social or personal skills.

- Shows improvement in the student's behaviour.

- Is satisfactory to student and parents/carers.

The teaching of SEND students is a whole school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of provision and support at varying times throughout their school life. This is taking the SEND Code of Practice, Assess, Plan, Do and Review approach.

Each student will undergo an assessment on admission to the school where learning and specific needs will be identified. From this point individual learning programmes will be agreed by the LEA and put in place. Likewise, initial programmes may have been agreed prior to admission and may be agreed to cease at this point, since the need has already been met. A comprehensive Learning Support Plan will be developed and reviewed at the Annual Review stage. This will contain information on Specific Individual Learning Programmes for Literacy, Numeracy and Speech and Language Development, Preferred Learning Styles/ Strategies, Specific Intervention Programmes and Strategies and SEAL Activities.

Where concerns remain despite sustained intervention, Roselyn House School and The RHISE Service will recommend to the LEA that a formal assessment by an outside body, such as an Educational Psychologist, should take place. Following this assessment, a revised learning programme will be put in place. The school also recognises that the parents/carers have a right to request a formal assessment.

Record Keeping

The school will record the steps taken to meet students' individual needs. The Teaching and Learning Co-Ordinator (Mr J Birkenhead) and the SENCO (Mrs J Wilson) will ensure that records are accurately maintained. The student's Personal Learning Plan will outline specific needs, strategies and study pathways.

In addition to these records a student's profile may also contain:

- Information from a previous school.

- Information from parents/ carers.

- Information on progress and behaviour.

- Student's own perception of difficulties (student participation).

- Information from health/ social services.

- Information from other agencies.

School Provision System

Early intervention can be put into place following a visit by the student and agreed with the placing authority. During the initial assessment period intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress.

- Demonstrate difficulty in developing literacy or numeracy skills.

- Show persistent emotional/mental health difficulties which are not affected by the school's behaviour management strategies.

- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.

- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with the parents/ carers, that a student requires additional support to progress, the Teaching and Learning Co-Ordinator / SENCO/ Headteacher, in collaboration with teachers, will support the assessment of the student and have an input in planning future support.

The class teacher will remain responsible for planning and delivering individualised programmes. Students at this level may not necessarily have individual targets as often a higher level of class differentiation will support the student. Parents will be closely informed of the action and results.

Students who require additional support are provided with opportunity for withdrawal sessions which will cover individual learning programmes in literacy, numeracy, social development, communication and anger management. These individual programmes will reflect assessment by the SENCO and carried out by the school's SEND Learning Support Mentors.

Some students will require additional support from an outside agency; where further assessment may be required and additional intervention implemented. This will be organised by Roselyn House School/ The RHISE Service in discussion with the placing LEA. External support services will require access to a student's records in order to understand the strategies employed to date, and the targets set and achieved.

The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required.

The Teaching and Learning Co-Ordinator / SENCO in collaboration with the Class Teacher and SEN Learning Support Mentor, will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student.

- Provision of alternative learning materials/ special equipment.

- Group support.

- Provision of additional adult time in devising interventions and monitoring their effectiveness.

- Staff development/training to undertake more effective strategies

- Access to outside agencies for advice on strategies, equipment or staff training

- Strategies for students' progress will be recorded in an Individual Education Plan (IEBP) containing information on short-term targets, provision made, date for review, success and/or exit criteria, the outcomes recorded at review.

- Specific individual learning programmes and specific intervention strategies will be recorded in a Learning Support Plan containing assessment data and progress made in literacy, numeracy, behaviour, emotional literacy and preferred learning style.

Individual Education Plan

The IEBP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs.

Reviewing IEBP's

IEBPs will be reviewed termly. This review will be an "in-house" review between staff, and student, as appropriate. Parents/ carers will be informed by the school as to when this is to take place. The School SENCO will have overall responsibility for setting these targets.

SEND Inset

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. As a routine part of staff development, INSET requirements in SEND will be assessed. The Headteacher will undertake a similar review of training needs. Individual Learning Plans will be discussed with all staff and specific interventions with SEND Learning Mentors.

Partnership with Parents/ Carers

Roselyn House School and The RHISE Service firmly believes in developing a strong partnership with parents/carers and that this will enable our students with SEND to achieve their potential. The school recognises that parents/ carers have a unique overview of the student's needs and how best to support them, and that this gives them a key role in the partnership.

'Effective parent participation can lead to a better fit between families' needs and the services provided, higher satisfaction with services, reduced costs (as long-term benefits emerge), better value for money and better relationships between those providing services and those using them. Local authorities and parents should work together to establish the aims of parent participation, to mark progress and build trust. To enable effective parental participation, local authorities should consider in particular the timing of events and meetings – for example, organising them during the school day while children are at school and ensuring that parents have enough notice to allow them to organise childcare.'

(CoP 2015 4.13)

The school considers parents/ carers of our students as valued partners in the process.

Involvement of Students

Depending on appropriateness, SEND students will also be encouraged to participate in the decision-making processes affecting them.

'Local authorities must engage young people directly in developing and reviewing the Local Offer and should consider setting up a forum, or a range of forums, to do so. Local authorities should make every effort to engage a cross-section of young people with a range of SEN and disabilities, in a variety of settings and circumstances and at different ages within the 16–25

age range. Local authorities should make every effort to establish the issues on which young people most want to be engaged. They should also consider using a variety of methods to engage young people. These could include surveys and social media or young people's forums, and making existing consultation groups, such as a local youth council, accessible to young people with SEN or disabilities. Young people should also have opportunities to be engaged independently of their parents.' (CoP 4.11)

At Roselyn House School and The RHISE Service, we involve students in all aspects of decision making about their education and future options, especially Post 16. We encourage students to become more independent at Key Stage 4 and 5 with the introduction of Personal, Learning and Thinking Skills, Independence, Life Skills and Pathway to Adulthood. We encourage students who may have communication difficulties to use a variety of ways of expressing themselves or utilising an interpreter/facilitator. Students are involved in target setting for their future. They complete learning goals Termly to set out what they want to do.

'All students aged 16-19 (and students up to the age of 25 where they have an EHC plan) should follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life.' (CoP 7.6)

Transitions

SEND support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school will share information with the school, college or other setting the child or young person is moving to. We will agree with parents and students the information to be shared as part of this planning process. Where a student is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high-quality study programme, individualised for his or her needs.

Meetings will be held to update assessment for EHC Plans and support provided during the transition into adult services in respect of education, health and care needs.

Planning for Adult Life

Being supported towards greater independence and employability can be life transforming for young people with SEND. This support needs to start early and should centre around the child or young person's own aspirations, interests and needs.

All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.

- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.

- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.

- Being as healthy as possible in adult life.

At Roselyn House School and The RHISE Service, we operate programmes of study in Key Stage 4 & 5 to help plan for the best outcomes in adult life which focuses on aspirations and outcomes, using information from the EHCP and other planning to anticipate the needs of our young people and ensure there are pathways into college/ employment, independent living, participation in society and good health.

We design bespoke packages in Year 12 & 13 which do not necessarily mean attendance at school for five days. It may include attendance at other training providers, periods outside education institutions with appropriate support, including time and support for independent study.

A package of provision can include non-educational activities such as:

- Volunteering (D of E) or community participation.

- Work experience.

- Opportunities that will equip young people with the skills they need to make a successful transition to adulthood, such as independent travel training, and/or skills for living in semi-supported or independent accommodation.

- Training to enable a young person to develop and maintain friendships and/or support them to access facilities in the local community. It can also include health and care related activities such as physiotherapy.

Full-time packages of provision and support set out in the EHCP should include any time young people need to access support for their health and social care needs. This includes associated therapies.

From Year 8 opportunities and understanding of vocational, providers of technical education and apprenticeships by encouraging visits both in school and externally from Year 8 to Year 13, thus being compliant with the 'Baker Clause' as set out by Lord Theodore Agnew Kt DL.

Inclusion Equity and Equality

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary

aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Through our Single Equality Policy and in our everyday practice, we aim to create inclusive and equitable classrooms by understanding the difference between equity and equality.

When it comes to equity vs equality in education, the terms are often used interchangeably but understanding the distinction between the two is essential for resolving issues faced by disadvantaged students in the classroom. While working towards equity and equality can both do good, equity should be an educator's end goal. The reason lies in the difference between being fair vs equal.

To provide a brief summary, equality is:

- Generic

- Group-focused

- Equal

And equity is:

- Adaptable

- Individual-focused

- Fair

"The route to achieving equity will not be accomplished through treating everyone equally," says the Race Matters Institute. "It will be achieved by treating everyone equitably, or justly according to their circumstances."

Equity is more thoughtful and, while it's harder work, it is better at resolving disadvantages. Equality is an admirable goal, but by realising equity we will achieve a more effective outcome.

At Roselyn House School and The RHISE Service, we recognise that our students are often disadvantaged, have special educational needs and have a range of Adverse Childhood Experiences (ACES) and traumatic experiences which affect them. We focus on vertical equity, which assumes that students have different needs and provides individual resources based on said needs.

Another challenge facing equity vs equality in education is poverty. Often many of our students come from low-income homes, communities and some are looked after by Children's Social Care. It can be difficult to provide these students with equitable resources as the funding from home is just not available. We try, where possible to provide all resources for our students but Roselyn House School and The RHISE Service is bound by budgets which are paid in fees based on each students' needs. This funding does not always match their realistic need. We have a really positive staff retention at Roselyn House School and The RHISE Service and aim to match the expertise of staff to the needs of the students, however we recognise that staff's careers in this work can be difficult to maintain for many years. It can affect consistency for students when particular staff leave but is unavoidable along with staff absence.

Some additional barriers to equity we face at Roselyn House School and The RHISE Service are:

- Family crises and lack of support

- Mental health issues

- Lack of healthcare

- Coming to school hungry

- Homelessness or living in a temporary shelter

- Difficulty with Literacy skills

- Negative attitudes towards future aspiration as never had role models

- Exploitation

- Adverse Childhood Experiences and trauma

We recognise the challenges which prevent equity and this goes towards resolving them. We constantly evaluate practices and provide individualised, bespoke programmes within School and on our RHISE Service in order to allow students to succeed in School. If something isn't working, we, rework it. Our aim is to understand the barriers our students often face and provide the necessary support to overcome them. This is reflected in all policies in the School.

At Roselyn House School and The RHISE Service, we believe that everyone has the right to succeed regardless of original circumstance. We aim towards achieving an equitable community where the importance of equity extends to our society as a whole. We believe in a humanitarian approach to education where we introduce the concept of the desire to reduce suffering, save lives and maintain human dignity. 'Humanitarian education is based on the assumption that people have an innate desire to help others, so is centrally concerned with our shared humanity.' It is our aim to help our students/ community to become more understanding and knowledgeable about the world and how they can fit in to influence change and positivity.

We aim towards a achieving a School where everyone in it helps each other succeed. 'Moving forwards together to a positive future'.

Equity can also strengthen a student's health and social-emotional development. Students who feel safer, less lonely, and accept others have higher diversity levels. At Roselyn House School and The RHISE Service, we promote diversity and provide for students with a variety of complex SEMH needs, which makes for an environment where students feel comfortable and have better emotional regulation. Equitable communities are linked to better health and longer average lifespans.

The communities our students come from benefit from equity in schools as well. Equity is linked to stronger social cohesion, meaning that individuals connect with each other better and are more compassionate. It also leads to long-term economic growth.

At Roselyn House School and The RHISE Service, we:

- Recognise that every child/ young person is different and has unique needs.

- Evaluate any challenges that students face and, if needed, offer additional,

  necessary support or resources.

- Cultivate an environment in your School, where every student is and feels heard.

- Encourage students to speak out against unfairness and speak about what worries them.

- We aim to resolve challenges by including parents/ carers and other agencies in everything we do by developing positive working relationships.

- Provide equity training in school so staff know how to resolve common barriers.

- Include diversity and inclusion activities as well as lessons against prejudice to the school curriculum so every student feels like they belong.

The Mental Capacity Act

The right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests. Decisions about mental capacity are made on an individual basis, and may vary according to the nature of the decision. Someone who may lack capacity to make a decision in one area of their life may be able to do so in another.

Complaints Procedure

The School's complaints procedure is outlined in the school prospectus and on the website. See Complaints and Representations Policy.

Links with External Agencies

The School recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND students. When it is considered necessary, colleagues from the following support services will be involved with our students:

- Behavioural/Mental Health Support Services

- Dyslexia Institute Educational Psychologists

- Educational Psychologists

- Clinical Psychologists

- Speech Therapists

- Play Therapists

- Occupational Therapists

- Counsellors

- Young Addaction

- CAMHS

- Autism Services

- SCAYT

- Adult Mental Health

- Young Peoples Service

In addition, important links are in place with the following organisation:

- Placing Authorities

- Social Services

- Adult Care Services

Other Guidance relevant to this policy:

- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (July 2018).

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2021).

- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers.

- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission.

- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education.

- Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (January 2015).

- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005).

This Policy should be read in conjunction with Roselyn House School/ The RHISE Service:

Single Equality Policy

3 Year DDA

Behaviour Policy

Behaviour Support and Physical Intervention Policy

Anti-Bullying Policy

Assessment and Marking Policy

Complaints and Representation Policy

Admissions Policy

Curriculum Policy

Early Help Assessment Offer

Pathway to Adulthood Curriculum Policy

Safeguarding Policy

Reviewed: June 2022

Sharon Damerall, Headteacher

Learning Support Plan

Name: ####	D.O.B: ##### Yr: ##
Last Annual Review Date: ###	Admission Date: ###

EHCP Outcomes:
Will understand and comply with the expectations within the educational setting.
Will improve her mood and engagement in lessons.
Will reduce her anxiety and feel more comfortable in social situations.
Will feel secure enough in school to reduce her need to engage in hyper-vigilant behaviour.
Will be able to communicate her feelings to others and collaborate in joint problem solving when issues arise without demonstrating them through actions.
Will be able to calm down after an incident and re-engage with the expectations in a much shorter period.
Will be able to use sentences with conjunctions, such as; although, otherwise and neither.

Attainment / Ability Assessments/Milestones met

Date Assessed	Yr Group	Key Stage	Reading Age	Spelling Age	Numeracy Age	English (Progress Test)	Maths (Progress Test)	Science (Progress Test)
	Baseline							
	7	3						
	8	3						
Autumn 20	9	3						
Spring 21								
Summer 21			10.03	11.05	12+			
Autumn 21	10	4	11.04	12.03				
Spring 22			11.04	11.07	11.03			
	11	4						

RHS Subject Tracking

	Spr 21	Sum 21	Aut 21	Spring 22					
English	3	3	4	5/4					
Maths	4	4	4	5					
Science	3	3	4	3					
Art	2	2	-						
PSHE	5	3	3	3					
SEAL	3		-						
CCC	4	4	3	3					
E&E			4	4					

Reading (Taken from NGRT Assessment report)

May 2022 -####'s scores for both sentence completion and passage comprehension are below average.

A sentence completion score that is below average suggests that #### may have some difficulties at a word-reading level. She may be lacking in some phonics knowledge and have unreliable vocabulary knowledge. Deficits in language ability, particularly receptive language, may contribute to the difficulties. #### may lack confidence in understanding the syntax of a sentence resulting in misinterpretation of the author's meaning and inaccurate completion of the sentence.

A below average passage comprehension score suggests that #### may be attempting to read a text at a level that is too challenging for her word-reading capabilities. ####'s reading and processing speed may be slow and prevent her from competently understanding the gist of the text. Weak vocabulary knowledge and a poor working memory may also contribute to ####'s difficulties.

Spelling (Taken from NGST Assessment report)

May 2022 - ####'s score is in the low average range.

An average spelling score suggests that #### uses age-appropriate spelling rules, understands how to add common suffixes and prefixes to root words and writes from memory common exception words, homophones and some commonly misspelt words.

Numeracy (Taken from AMT Assessment report)

She individually scored:

Fractions including ratio- 7/12 (58%) 5/12

Geometry- 7/7 (100%) 3/7

Measures- 7/9 (78%) 5/9

Number- 9/12 (75%) 8/12

Operations- 12/13 (92%) 12/13

Statistics, including Probability- 6/7 (86%) 5/7

scored !2+ years so will complete a higher paper in order to give a more accurate numeracy age.

completed the same paper and has given a lower score. As a result the higher paper was not then allocated.

See Teaching and Learning implications for strategies within individual assessment reports.

Cognitive Abilities Test (CAT) Scores

Date Assessed	Age	Year Group	Verbal Reasoning	Quantitative Reasoning	Non – verbal Reasoning	Spatial Reasoning	Mean C.A.T score
Summer 21	14.04	9	88	71	112	104	94

Learning Abilities: (Taken from CAT 4 Assessment report)

demonstrates a moderate preference for spatial over verbal learning.

####'s performance should be markedly better when engaged in tasks that require visualisation and she will learn well when working with pictures, diagrams, 3D objects, mind maps and other tangible methods. Her weaker verbal skills suggest she will perform at a low average level when learning through written texts, writing and discussion. #### is likely to prefer active learning methods such as modelling, demonstrating and simulations but should also be able to engage with most written material. ####'s attainment should be average or above in subjects that make the most of her spatial ability such as science, technology, design and geography

but may find language-based subjects such as English, humanities, history and modern foreign languages more challenging unless teaching methods are adapted to suit her profile.

Learning Style (Taken from VARK Assessment report)

Multimodal Strategies

This is the area for the majority of learners.

Multiple preferences are interesting and quite varied. For example you may have two strong preferences V and A or R and K, or you may have three strong preferences such as VAR or ARK. Some people have no particular strong preferences and their scores are almost even for all four mode.

Multiple preferences give you choices of two or three or four modes to use for your interaction with others. Some people have admitted that if they want to be annoying they stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to refer only to oral information. Or they may ask for "concrete' examples knowing that the other person has a low preference for Kinesthetic input and output. These are what some people do when they feel negative. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them.

Social, Emotional and Mental Health (Taken from Boxall Profile report)

is currently reading mixed scores that of a child who is fully functioning in her Developmental Strands.

shows an element of her being developmentally immature.

She may find following simple requests or instructions difficult and demonstrates a lack of independence in basic skills.

There may be a reluctance to take part in Group work or games.

She may have difficulty understanding the expectations of the school or setting, and in predicting adult responses to behaviour.

is likely to function alongside rather than with others he or she may intrude unduly and may try to takeover. She may be egocentric and show little or no interest in things or activities around them. The child is unlikely to make relevant comments or ask questions.

is reluctant to finish tasks and needs encouragement to support work. Language and short term memory skills may be underdeveloped.

can show an alert interest in events; is sufficiently secure and interested to respond positively to new experiences and this is particularly relevant to physical activity over academic for ####; is aware of the feelings and attitudes of others shows the empathy and trust needed for positive social behaviour.

may revert to survival instincts to get her basic needs met. She has started to develop a sense of self worth but there is still room for progress.

is able to work in a group as long as she is finding the work within her capabilities. She is starting to identify with others and be a part of their world. However she finds social situations difficult and does not appear to be able to socialise within what is perceived to be normal acceptable constraints.

lacks trust in adults and cannot predict what is going to happen next. It takes time for #### to accept new members of staff and build a relationship with them and until this is formed #### will voice her opinions without hesitation.

can be impulse driven and lack self control.

has scores higher than that of a child who is fully functioning in all areas of the Diagnostic Profile.

is not engaging with the outside world and is without motivation or interest, despite being a capable girl. She does not have a readily available potential to make productive attachments. Trust may be slow to be gained and the young person may 'go along with things' rather than fully engage.

Indicates that there is an insecure, fragile self-image and self-defeating attitude. #### may be unusually sensitive about her worth.

is at an early stage of development when there is not defined awareness of self and indiscriminately seeks any attachment available.

can be impulse driven and does not reflect on, monitor or direct her behaviour; her personal organisation and identity are underdeveloped.

 #### gives uninhibited expression to boisterous and noisy behaviour; and is not influenced by normal social constraints and expectations.

is seeking attachment and needs a close and consistently supportive relationship. There is a deep insecurity about personal worth and adult regard.

a high score indicates an insert and ambivalent attitude to self; she has internalised profound insecurity.

The young person feels undervalued and is nursing the pain of a severely injured sense of self. This is expressed in self damaging anger, or in silent negativism. There may be some anger projected onto others who are seen as persecutors.

can be over sensitive to real or imagined slight or threat. This shows itself in defensive and resentful behaviour or in anger directed at others.

There can be a disregard of the needs of others is aggressive in nature is motivated by anger and how the intention of depriving others.

Qualifications Achieved

Head Teacher Awards

Excellent start at RHS.	
Completing numeracy and literacy assessments.	
Maths lessons.	
01.10.21	Science
08.10.21	Energy and enthusiasm during Boxing
15.10.21	Beautiful presentation and good understanding in maths
19.11.21	E & E and maths
04.03.22	Being appreciative and displaying positive behaviour
11.03.22	Maths
6.05.22	English.
16.05.22	Great company, good manners and good behaviour.
20.05.22	For amazing behaviour on an educational visit.
27.05.22	For their amazing presentation of work and amazing creative story writing.

CURRENT SUPPORT ARRANGEMENTS

Objectives	Type of Provision and Frequency	Outcomes	New Objectives
Outcomes by the end of key stage 3:			Objectives to be updated to reflect entering KS4.
Will understand and comply with the expectations within the educational setting.	Consistent staffing and timetable SEAL activities Mentoring sessions Debrief opportunities when required Praise and reward	#### has made some good progress with this objective she has settled well at Roselyn House. We are starting to see #### pushing boundaries but on the whole will respond appropriately when challenged.	Objective to remain, still appropriate.
Will improve her mood and engagement in lessons.	SEAL activities Challenging and engaging topics/activities Short achievable tasks Time out opportunities 1:1 support opportunities Praise and reward	#### has made some progress with this objective we have started to see an increase in engagement and improved mood since she gained BPD diagnosis and started medication.	Objective to remain, still appropriate.
Will reduce her anxiety and feel more comfortable in social situations.	SEAL and wellbeing activities Social interaction sessions	#### has made some progress with this objective she has started to form some positive relationships with peers and settled well into life at Roselyn House School	Objective to remain, still appropriate.

	Team building activities Lunch and Breaktime activities Mentoring sessions		
Will feel secure enough in school to reduce her need to engage in hyper-vigilant behaviour.	Consistent staffing and timetable SEAL activities Mentoring sessions	#### has settled well at Roselyn House School and is slowly starting to develop trusting relationships and feel comfortable in her environment.	Objective to remain, still appropriate.
Will be able to communicate her feelings to others and collaborate in joint problem solving when issues arise without demonstrating them through actions.	English lessons Speaking and Listening activities SEAL activities PSHE lessons Social interaction sessions Mentor sessions Debrief opportunities when required	#### has started to form some trusting relations with staff and is starting to open up about her feelings when speaking to school staff and other professionals.	Objective to remain, still appropriate.
Will be able to calm down after an incident and re-engage with the expectations in a much shorter period.	SEAL activities Mentor sessions Debrief opportunities when required Time out opportunities	#### has only been at Roselyn House for a short period of time but seems to be settled and there have been no significate incidents.	Objective to remain, still appropriate.
Will be able to use sentences with conjunctions, such as; although, otherwise and neither.	English lessons Home work opportunities 1:1 support opportunities	#### lacks a lot of confidence around her literacy skills and will often refuse rather than to risk failure. On the occasions that she has engaged she has demonstrated that she is much more capable that she believes.	Objective to remain, still appropriate.

ADDITIONAL SUPPORT

Outcome to Achieve	Steps towards Achieving Outcome	Timescales to Achieve Outcome
To become more mindful of her own welfare, well-being and personal health.	SEAL activities and wellbeing activities PSHE lessons Regular mentor opportunities	Ongoing until July 22

Should there be any changes/amendments in provision?	
	Comment: