

SEND Information report

Roots

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Our school's approach to supporting pupils with SEND

At Roots our whole team is committed to providing a nurturing and inclusive environment that supports the unique needs of students with Special Educational Needs and Disabilities (SEND). Our approach is holistic, focusing on the academic, social, emotional, mental and physical well-being of each student. We are committed to providing high quality teaching and learning to all of our students. We see all behaviour as a communication of need and all staff are encouraged and trained to always have a curious eye to all aspects of SEND. Some of our students may be struggling to engage in the mainstream environment or have been out of education for long periods of time. We hold a crucial role in trying to explore whether there is any unmet SEND. We use the Graduated Approach (Assess, Plan, Do, Review) and try to regularly collaborate with our mainstream colleagues to gain valuable insights into our students needs and history. On entry to Roots we will talk through your children needs and requirements. In these early discussions we will talk through our 4 aims.

1. Positive social connections
2. Positive self of wellbeing
3. Reengage with education
4. Support for families and community

After these initial discussions together if we feel that both parties are agreed that Roots may be a suitable provision the next step would be to come and visit our centre.

Catering for different kinds of SEND

Cognition and learning

Within the SEND Code of Practice, Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with Quality First Teaching and appropriate differentiation. They may also have other difficulties such as speech and language delay or difficulties interacting socially. Developmental delays in another area of need, such as Communication and Interaction, may impact on a learner's ability to consolidate skills and progress through to the next cognitive and learning developmental stage. Whilst some learners with SEND may have difficulties with one or more cognition and learning skill, often referred to as a specific learning difficulty, others may have difficulties across a broad range of cognition and learning skills which can have a moderate, severe or profound impact on a learner's overall learning and development.

It includes:

- General Learning Difficulties: Struggles with academic skills such as reading, writing, and math.
- Specific Learning Disabilities: Challenges in specific areas, such as dyslexia (reading), dysgraphia (writing), and dyscalculia (math).
- Developmental Co-ordination Disorder (DCD)
- Intellectual Disabilities: Below-average cognitive ability, leading to difficulties with reasoning, problem-solving, and adaptive functioning.
- Attention and Concentration: Issues with staying focused, following instructions, and completing tasks.

Communication and interaction

Children and 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 student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

Children and young people with conditions such as ASC, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others. Some students may also fit a PDA (pathological demand avoidance) profile. This is a form of autism, but students may become overwhelmed with various demands being put on them and will need autonomy and choice in their approach to accessing the curriculum. This is largely driven by anxiety and need for control over their environment. All of our staff are trained in the **PANDA** approach endorsed by the PDA society. Link: <https://www.pdasociety.org.uk/resources/helpful-approaches-infographic/>

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Social, emotional and mental health

Children and 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 dysregulated, 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At Roots we have a trauma informed culture and way of working. Behaviour is viewed as communication and all our staff are trained as stress regulators rather than behaviour managers. Staff have an unconditional positive regard for all students. We work in a way that acknowledges the importance of vulnerability, we remove shame from our environment and always have a curious eye around a young person's presentation.

Sensory and/or physical needs

At ROOTS we will endeavour to cater for children and young people with sensory or physical needs. This however is not our specialist area and we do not have the facilities to accommodate all 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. 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. At this stage we are unable to provide this level of support.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
LIZ KEY	SENCO/SEND/SEMH/ASD	MA SEMH, NASENCO, Attachment aware practitioner, Trauma informed practitioner
EMMA FOINETTE	SEND/SEMH/ASD	DEGREE, Attachment aware practitioner, Trauma informed practitioner
LIZ PEREIRA	SENCO/SEND	MA SEMH, NASENCO, Attachment aware practitioner, Trauma informed practitioner

The SENCO

Name of SENCO	Email address	Phone number
LIZ KEY	lizkey@Roots4learning.co.uk	07719 816 218

Securing and deploying expertise

All staff at ROOTS are teachers of SEND. As our staff team grows we intend to grow the network of support around each student. At times there may be a need for a 1:1 mentor/key adult. This will be discussed with the young person and their family.

Identifying and assessing pupils with SEND

When a student comes on roll with us at Roots our initial aim is to make them feel safe, heard and at ease to come into the centre. The relational work and PACE approach (Link: <https://ddpnetwork.org/about-ddp/meant-pace/>) is central to our ethos. We have an in-depth process of gaining a deep understanding of the student's history both in school context and at home. We use various screening tools alongside our teaching and gather information from schools and input all of this onto our systems to capture a full understanding of current needs of any that have been missed.

At Roots we use the graduated approach (Assess, Plan, Do and Review). All staff contribute to this process led by the SENCO. Staff will then implement any interventions and feedback to the SENCO who then decides on the best course of actions. Parents/carers are fully included in this process allowing for regular opportunities to feedback.

After a period of 6 weeks, we assess our students using the Boxall Profiling Tool. The Boxall Profile is a unique online tool which assesses the social, emotional and mental development of students aged 4-18. It provides us with a precise picture of a student's strengths, as well as any difficulties which could affect their learning. A learning plan with targets and strategies is then created following the assessment results. This information can be shared with parents/carers and all education partners.

We have access to an Education Psychologist (Dr Rob Long) and Speech and Language Therapists. Depending of which Local Authority there will also be access to local offer early help services that we can refer to.

Consulting with pupils and parents

Parents/Carers

Parents and carers are an integral part of the work we do at Roots. We aim to have weekly check ins with parents/carers to establish “stressors and calmers” throughout the week. As part of our assessment policy there will also be more formal half termly Student Review Days. These will focus on educational progress alongside wellbeing and next steps.

We aim to organise and attend annual review meetings for students with EHCP and have termly reviews with all of our students. We work hard to ensure a positive working relationship with parents and carers, where they feel at any point during term time they can contact us.

Pupils

Our pupil's feedback is vitally important and will be constantly reviewed through informal discussions and regular feedback forms on google forms. Understanding their experience, both now at Roots, and historically throughout their education journey is of most importance. It creates the basis for how we deliver our practice at Roots. Students are actively encouraged to take part in the development of Roots. They help to decide on some of our policies, support on interviewing new staff and can take part in optional work experience in the office at Roots.

Involving key stakeholders

At Roots we have a multi-disciplinary approach to the support we offer. This involves an in-depth fact-finding process with mainstream/special schools, local authorities, social care, early help, CAMHS and parents/carers. We want to create a thorough understanding of what has happened, who has been/is involved and what further services could be explored. It can be very overwhelming for families with various agencies involved so we aim and hope to become a single point of contact for our families.

Progressing towards outcomes

Our 4 aims remain at the core of our work.

1. Positive social connections
2. Positive self of wellbeing
3. Reengage with education
4. Support for families and community

We reflect and review throughout our young person's journey at ROOTS. There are half termly formal reviews but their voice remains at the centre of establishing whether we are meeting our outcomes. Working alongside mainstream/special schools we aim to always put our students' aspirations at the heart of decision making.

Transition support

At Roots when our students come to us they may have experienced very difficult transitions. Supporting and working with the family is very important. Particularly our students who have autism, transitioning to a new centre can be highly stressful. We want to make them feel safe and supported throughout every transition. After being with us at Roots there may be opportunities to transition back to their mainstream school. We work with all parties to ensure this is a well thought out process, placing the highest importance in our students needs and making sure their voice is heard.

Our two-week taster upon entry to Roots gives students the time to decide whether we are the right place for them. We want to create a welcoming and inclusive atmosphere where students can feel heard, supported and accepted.

Teaching approach

Adaptations to the curriculum and learning environment

The way we have created Roots is in the hope to best support young people with SEND and their families. Below we have a list of the adaptations to the environment that we have in place:

- Small group or one to one teaching
- Highly trained and specialist teachers
- Trauma Informed culture and approach
- Flexible bespoke curriculums around individual students' interest and needs
- Reader pens
- The SNUG – Small break out room with low lighting and sensory regulating resources
- Therapeutic support
- Engagement with the outdoors
- Welfare dogs
- Sensory box (fiddle toys)
- Upregulating activities throughout the day (cooking, walking, PE, building, craft, boxing)
- Assistive technology
- Accreditation through NCFE opportunity for various access arrangement and sitting of exams at Roots for NCFE quals.
- Low demand environment (REACH approach: Relationship, Empathy, Actively involved, Collaboration and Humour) Dr Naomi Fisher

Supporting emotional and social development

Supporting social and emotional development at Roots involves us creating a comprehensive and nurturing environment that fosters students' emotional well-being, social skills, and mental health. We achieve this by:

1. A comprehensive PSHE Curriculum

This teaches students essential skills for managing emotions, setting goals, establishing positive relationships, and making responsible decisions.

2. Positive culture and climate

Our positive culture and climate supports students' sense of belonging, safety, and well-being.

3. Mental health and counselling services

Students have access to mental health professionals which helps students navigate emotional and psychological challenges.

4. Fostering strong relationships

Building strong, supportive relationships among our students, teachers, and staff is crucial for emotional development.

5. Teaching conflict resolution and problem-solving skills

Equipping students with conflict resolution and problem-solving skills helps them handle interpersonal challenges effectively.

6. Engaging families and the community

Involving families and the community in students' social and emotional development creates a broader support network. We value all of the contributions our partners can bring to supporting our young people.

7. Promote self-care and mindfulness

Teaching students' self-care and mindfulness techniques helps them manage stress and develop emotional resilience. This is important for all of our staff team too. Regular supervision is offered, and reflective practice embedded in our community at Roots.

8. Regularly monitor and assess

Ongoing monitoring and assessment ensure that social and emotional development initiatives are effective and meet students' needs.

Evaluating effectiveness

Attendance figures show a clear indication of engagement at Roots. Our school partners also inform how effective our intervention is. If for example when a student is referred if they are at risk of exclusion, if we can support and this results in that young person staying in school that will be a positive outcome. We also aim to identify any missed SEND, referring that student on to get various assessments and potentially diagnosis is also a measure of our effectiveness.

We have a reflective approach at Roots and we set a culture amongst staff of "how did that go and how can we improve?". This enables us to review and assess how effective we are as practitioners.

Handling complaints

Please see our complaints procedures and policy on our website.

Local Offer

We have been quality assured by Lewisham Local Authority and we are on their list of approved alternative provision providers. Schools and other agencies in Lewisham can refer into us. Other local authorities can also refer into us. We also take private referrals from families who wish to self-fund.

Named contacts

Name of individual	Email address	Phone number
LIZ KEY	lizkey@Roots4learning.co.uk	07719 816 218
EMMA FOINETTE	emmafoinette@Roots4learning.co.uk	07719 816 218
JO READ (CHAIR OF TRUSTEES)	Jo.read@sjpp.co.uk	07719 816 218