



**Roseberry**  
**Primary School**  
OPPORTUNITY IN ACTION

# SEND

## INFORMATION REPORT

Information about how we identify, support and review pupils with Special Educational Needs and Disabilities (SEND)

ACADEMIC YEAR 2026-2027



Inclusive  
Community



Nurturing  
Potential



Ambitious  
Futures



Respect  
and Kindness



Opportunity  
in Action



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## At Roseberry Primary School, every child is:



### Known

We know every child and celebrate their uniqueness.



### Valued

We value every child and their contributions.



### Included

We include every child and remove barriers.



### Supported

We support every child to overcome challenges.



### Inspired

We inspire every child to dream, learn and grow.



### Successful

We help every child succeed today and prepare for tomorrow.





# Welcome

## *Opportunity in Action for Every Child*



**Welcome to Roseberry Primary School**, where every child is known, valued and inspired to achieve their very best.

At Roseberry, we believe that every child deserves an education that opens doors, broadens horizons and prepares them for a successful future. Our motto, *Opportunity in Action*, reflects everything we stand for. It is more than a phrase; it is our daily commitment to ensuring that every child has access to exceptional teaching, meaningful experiences and the support they need to flourish.



We know that opportunity changes lives. That is why we work tirelessly to create an inclusive environment where every child is encouraged to be curious, ambitious and resilient. We recognise that children develop at different rates and learn in different ways, and we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential.



At Roseberry Primary School, inclusion is at the heart of everything we do. We believe that every child should feel safe, respected, valued and fully included in school life. Our ambition is that all pupils experience success through a curriculum that is broad, balanced and ambitious, delivered through high-quality adaptive teaching and personalised support where needed. We work collaboratively with families, external professionals and the Local Authority to remove barriers to learning and ensure that every child can participate fully in school life.



This SEND Information Report explains how we identify, assess and support pupils with SEND, how we work in partnership with parents and carers, and how we evaluate the effectiveness of our provision. It also outlines the wide range of strategies, interventions and specialist support available to help pupils make strong progress, develop independence and prepare successfully for the next stage of their education.



Our dedicated staff are passionate about ensuring that every child feels a genuine sense of belonging within our school community. We have high expectations for every pupil because we believe in their limitless potential. Alongside academic achievement, we place great importance on promoting wellbeing, confidence, resilience and positive relationships, enabling children to thrive both within school and beyond.



Strong partnerships with parents and carers are fundamental to our success. We recognise that children achieve their very best when home and school work together in a spirit of trust, openness and shared ambition. We value the expertise and insights that families bring and are committed to working together to secure the very best outcomes for every child.



Every decision we make is guided by our commitment to providing an inclusive, nurturing and aspirational learning environment where every child can flourish.

We hope this report provides a clear understanding of how Roseberry Primary School supports pupils with SEND and demonstrates our unwavering commitment to ensuring that every child is able to learn, achieve and succeed.

**Together, we make *Opportunity in Action* a reality every single day.**



# Our Vision for Inclusion

*Opportunity in Action for Every Child*



At Roseberry Primary School, we believe that **inclusion is the foundation of an outstanding education**. Every child has the right to feel safe, valued, respected and empowered to achieve their full potential, regardless of their starting point, background or individual needs.



Our vision is to create a school where every pupil experiences a genuine sense of belonging and where diversity is recognised as a strength that enriches our whole community. We are committed to removing barriers to learning, participation and achievement so that all children can thrive academically, socially and emotionally.



Guided by our motto, **Opportunity in Action**, we provide an ambitious, inclusive education that enables every child to access high-quality learning experiences, develop confidence and resilience, and prepare successfully for the next stage of their education and for life beyond school.



We recognise that every child is unique. Through early identification of need, high-quality adaptive teaching and personalised support, we ensure that pupils with Special Educational Needs and Disabilities (SEND) receive the provision they need to achieve the very best outcomes. We are committed to working collaboratively with parents, carers and external professionals to ensure that support is timely, effective and centred around the individual child.



Inclusion is everyone's responsibility. Every member of staff is committed to creating classrooms where children feel welcomed, challenged and supported. We promote high expectations for every learner and believe that all pupils can make excellent progress when barriers are identified early and appropriate support is put in place.



Our inclusive approach extends beyond the classroom. We ensure that pupils with SEND have full access to the wider life of the school, including educational visits, extracurricular activities, leadership opportunities and enrichment experiences. We make reasonable adjustments where required so that every child can participate, contribute and succeed alongside their peers.



We are committed to fostering positive relationships built on kindness, respect and trust. By working in partnership with families, governors, the Local Authority and a range of specialist services, we ensure that children benefit from coordinated support that promotes their wellbeing, independence and long-term success.



Through continuous reflection and evidence-informed practice, we strive to develop an inclusive culture where every child feels confident to be themselves, every family feels listened to, and every member of our community works together to achieve the best possible outcomes.



At Roseberry Primary School, **Opportunity in Action** means ensuring that every child, regardless of need or circumstance, is given the opportunity to learn, belong, achieve and flourish.

# Statutory Information

This SEND Information Report explains how Roseberry Primary School identifies, assesses and supports pupils with Special Educational Needs and Disabilities (SEND). It sets out the provision available within our school and demonstrates our commitment to ensuring that every child has access to a high-quality, inclusive education.



## This report has been produced in accordance with:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (January 2015)
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- The Education Act 2002
- The Disability Discrimination Act 1995 (as incorporated within the Equality Act 2010)
- The Public Sector Equality Duty



## This report should be read alongside the following Roseberry Primary School policies and publications:

- SEND Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- Equality Information and Objectives
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy
- Teaching, Learning and Assessment Policy



Together, these documents explain how the school ensures that every pupil is supported to achieve their full potential within a safe, inclusive and ambitious learning environment.



In accordance with the SEND Code of Practice, Roseberry Primary School adopts a person-centred approach, working collaboratively with pupils, parents and carers, governors, the Local Authority and external professionals to identify need early, remove barriers to learning and secure the best possible outcomes for every child.



The Governing Board fulfils its statutory responsibilities by ensuring that appropriate arrangements are in place to identify, assess and meet the needs of pupils with SEND. Governors receive regular reports on the effectiveness of SEND provision and provide appropriate challenge and support to ensure continuous improvement.



Roseberry Primary School is committed to promoting equality of opportunity and ensuring that no child is disadvantaged because of a disability or additional need. We make reasonable adjustments where required and continually review our practice to ensure that our curriculum, learning environment and wider school life remain fully accessible and inclusive.



This report is reviewed annually by the Governing Board to ensure it reflects current legislation, statutory guidance and the evolving needs of our pupils and community.



## LINKED DOCUMENTS

For further information, please refer to:



SEND Policy



Accessibility Plan



Equality Information and Objectives



Child Protection and Safeguarding Policy



Behaviour Policy



Attendance Policy



Supporting Pupils with Medical Conditions Policy



Stockton-on-Tees Local Offer

Together, these documents provide a comprehensive overview of how Roseberry Primary School fulfils its statutory responsibilities while ensuring that **Opportunity in Action** is experienced by every child, every day.

## 4. Contact Details

Roseberry Primary School believes that strong communication and positive partnerships with families are essential to ensuring the best possible outcomes for children with Special Educational Needs and Disabilities (SEND). Parents and carers are encouraged to contact the school at the earliest opportunity if they have any questions or concerns regarding their child's learning, development or wellbeing.

Our staff are committed to working collaboratively with families, listening carefully to their views and ensuring that they are actively involved in planning, reviewing and evaluating the support provided for their child.



### School Contact Information

|                                                                                     | Role                                                             | Contact                           |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------|
|    | Executive Headteacher                                            | Christian Park                    |
|    | Head of School                                                   | Deanne Richardson                 |
|   | Special Educational Needs and Disabilities Co-ordinator (SENDCo) | Emily Henderson                   |
|  | SEND Governor                                                    | Sara Crawshaw                     |
|  | Telephone                                                        | 01642 360520                      |
|  | Email                                                            | roseberry@roseberryprimary.org.uk |



### Working Together

Parents and carers are encouraged to speak to their child's class teacher in the first instance if they have concerns about progress, learning or wellbeing. Class teachers know their pupils well and are responsible for ensuring that all children receive high-quality adaptive teaching and appropriate support within the classroom.

Where further advice or specialist support is required, the class teacher will work closely with the SENDCo to discuss next steps with parents and carers. Throughout this process, we are committed to working in partnership with families, recognising that they are experts in their own child and play a vital role in achieving successful outcomes.



### Local Support

Roseberry Primary School works closely with Stockton-on-Tees Borough Council and a range of education, health and social care professionals to ensure that children with SEND receive timely and appropriate support.

Information about services available within the local area can be found through the [Stockton-on-Tees Local Offer](#), which provides information about education, health, social care and voluntary sector services for children and young people with SEND aged 0–25 years.



### Visiting the School

If you would like to discuss your child's needs, arrange a meeting with the SENDCo or find out more about the support available at Roseberry Primary School, please contact the school office using the details above.

We welcome opportunities to meet with parents and carers and are committed to building positive, trusting relationships that place children at the centre of every decision.

## 5. What is SEND?

At Roseberry Primary School, we are committed to ensuring that every child receives the support they need to achieve their full potential. We recognise that children learn in different ways and that some pupils may require additional or different provision to enable them to access learning successfully and make good progress.

Special Educational Needs and Disabilities (SEND) are identified and supported in accordance with the **Children and Families Act 2014** and the **Special Educational Needs and Disability Code of Practice: 0–25 Years (2015)**.

“

*Every child deserves the opportunity to succeed.*



### Definition of SEND

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability that prevents or hinders them from making use of the educational facilities generally provided for children of the same age in mainstream schools.

Special educational provision is educational or training provision that is **additional to**, or **different from**, that made generally available for other children or young people of the same age.



### Our Inclusive Approach

At Roseberry Primary School, we believe that every child is unique. We recognise that pupils develop at different rates and that barriers to learning can arise for many reasons. Our role is to identify these barriers early and provide timely, evidence-informed support that enables every child to participate fully in school life.

Through our commitment to **Opportunity in Action**, we ensure that pupils with SEND are:

- ✓ welcomed and fully included in every aspect of school life;
- ✓ taught through high-quality adaptive teaching;
- ✓ supported through personalised strategies where appropriate;
- ✓ encouraged to become confident, independent learners; and
- ✓ given every opportunity to achieve ambitious outcomes.

We maintain high expectations for every pupil and celebrate individual strengths alongside academic achievement.



### The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These categories help schools to plan appropriate support, although many children may have needs across more than one area.



#### Communication and Interaction

Children may experience difficulties with:

- speech and language development;
- understanding and using language;
- social communication;
- Autism Spectrum Condition (ASC).



#### Cognition and Learning

Children may require support because of:

- moderate learning difficulties;
- specific learning difficulties such as dyslexia, dyscalculia or dyspraxia;
- severe or profound learning difficulties.



#### Social, Emotional and Mental Health (SEMH)

Some pupils may experience:

- anxiety or emotional regulation difficulties;
- attachment needs;
- Attention Deficit Hyperactivity Disorder (ADHD);
- mental health needs that affect learning and participation.



#### Sensory and/or Physical Needs

Some children may require support because of:

- hearing impairment;
- visual impairment;
- multisensory impairment;
- physical disability;
- medical conditions;
- sensory processing differences.



### What SEND is Not

Not all pupils who experience challenges in school have SEND.

A child may require additional support for reasons including:

- English as an Additional Language (EAL);
- attendance difficulties;
- gaps in learning;
- disadvantage;
- temporary emotional difficulties;
- medical needs that do not require special educational provision.



When concerns arise, we carefully assess each child's individual circumstances before determining whether SEND provision is appropriate. This ensures that support is accurately matched to need and that pupils receive the most effective provision.



### Our Commitment

**Every child deserves the opportunity to succeed.**

At Roseberry Primary School, we are committed to identifying need early, removing barriers to learning and ensuring that every pupil feels valued, included and able to flourish. By working closely with parents, carers, external professionals and the Local Authority, we ensure that children with SEND receive the support they need to develop academically, socially and emotionally.



Through **Opportunity in Action**, we are committed to creating a school where every child is known, supported and empowered to achieve their very best.

## 6. The Four Broad Areas of Need

At Roseberry Primary School, we recognise that every child is unique and that Special Educational Needs and Disabilities (SEND) may present in different ways. The **SEND Code of Practice: 0–25 Years (2015)** identifies four broad areas of need that help schools to plan appropriate provision and support. These categories are not intended to fit children into fixed groups; many pupils may have needs that span more than one area.

Our approach focuses on understanding the individual strengths, interests and needs of every child, ensuring that support is personalised and responsive rather than determined by a label or diagnosis.



### 1. Communication and Interaction

Some pupils experience difficulties with communication, language or social interaction that affect their ability to access learning or build relationships with others.

Children may require support with:

- understanding spoken language;
- expressing themselves verbally;
- developing social communication skills;
- interpreting social situations;
- speech and language development;
- Autism Spectrum Condition (ASC).

Support may include adaptive teaching strategies, visual supports, structured routines, communication aids, social communication programmes and advice from Speech and Language Therapy or other specialist professionals where appropriate.



### 2. Cognition and Learning

Some children require additional support to develop learning skills or to access the curriculum successfully.

Needs within this area may include:

- moderate learning difficulties;
- severe or profound learning difficulties;
- specific learning difficulties such as dyslexia, dyscalculia or dyspraxia;
- difficulties with memory, processing or organisation.

Support may include carefully adapted teaching, evidence-informed interventions, assistive technology, additional opportunities for overlearning and personalised learning strategies.



### 3. Social, Emotional and Mental Health (SEMH)

Some pupils experience social, emotional or mental health needs that affect their learning, relationships or wellbeing.

These may include:

- anxiety;
- emotional regulation difficulties;
- attachment needs;
- Attention Deficit Hyperactivity Disorder (ADHD);
- Attention Deficit Disorder (ADD);
- trauma-related needs;
- mental health difficulties.

Roseberry Primary School places a strong emphasis on creating a nurturing environment where pupils feel safe, understood and supported. We promote positive relationships, emotional wellbeing and self-regulation through inclusive practice, pastoral support and targeted interventions where appropriate.



### 4. Sensory and/or Physical Needs

Some children require support because of physical disabilities, sensory impairments or medical conditions that affect their access to learning.

These may include:

- hearing impairment;
- visual impairment;
- multisensory impairment;
- physical disability;
- medical conditions;
- sensory processing differences.

Reasonable adjustments are made to ensure that pupils can participate fully in all aspects of school life. This may include specialist equipment, environmental adaptations, assistive technology and support from external agencies.



### 5. Understanding Individual Needs

Many children have strengths and needs across more than one of these broad areas. Our focus is always on understanding the individual child rather than applying a category or diagnosis.

Assessment considers:

- the child's strengths and interests;
- barriers to learning;
- views of the child and their family;
- classroom observations;
- assessment information;
- advice from education, health and care professionals.



This enables us to provide personalised support that promotes independence, participation and positive outcomes.



### 6. A Whole-School Commitment to Inclusion

At Roseberry Primary School, every member of staff is committed to creating an inclusive environment where all pupils can succeed.

Through high-quality adaptive teaching, early identification of need and effective partnership working with families and external agencies, we ensure that pupils with SEND receive the support they need to access an ambitious curriculum and participate fully in every aspect of school life.

Our aim is not simply to meet need, but to remove barriers, celebrate strengths and create opportunities that enable every child to flourish.



Through *Opportunity in Action*, we are committed to ensuring that every pupil is valued, included and empowered to achieve their very best.

## 7. How We Identify Pupils with SEND

At Roseberry Primary School, we are committed to identifying pupils' needs as early as possible so that appropriate support can be provided promptly. Early identification enables us to remove barriers to learning, promote positive outcomes and ensure that every child has the opportunity to thrive.

We recognise that children develop at different rates and that additional needs may become evident at different stages of a child's education. Identification is therefore viewed as an ongoing process rather than a single event.



### Our Approach to Early Identification

We use a wide range of information to identify pupils who may have Special Educational Needs and Disabilities (SEND). This includes:

- ✓ day-to-day teacher observations;
- ✓ formative and summative assessment;
- ✓ pupil progress meetings;
- ✓ discussions with parents and carers;
- ✓ information from previous educational settings;
- ✓ pupil voice;
- ✓ attendance, behaviour and wellbeing information;
- ✓ medical information where appropriate;
- ✓ advice from health, education or social care professionals.

Parents and carers know their children best and are encouraged to share any concerns at the earliest opportunity. We value their knowledge and work collaboratively to ensure that any concerns are explored sensitively and appropriately.



### Graduated Identification

Not every child experiencing difficulty has SEND.

When concerns are identified, staff carefully consider whether barriers to learning may be the result of:

- Special Educational Needs;
- English as an Additional Language (EAL);
- attendance;
- gaps in prior learning;
- medical needs;
- social or emotional factors;
- disadvantage or other external influences.

This careful assessment ensures that support is accurately matched to individual need and that pupils receive the most appropriate provision.



### What Might Indicate a Child Needs Additional Support?

A child may require further assessment where they:

- make less than expected progress despite high-quality adaptive teaching;
- experience persistent difficulties in communication or interaction;
- demonstrate ongoing difficulties with learning, memory or processing;
- experience social, emotional or mental health difficulties that affect learning;
- have sensory or physical needs affecting access to education;
- require significantly different provision from that normally available within the classroom.

Identification is based upon a range of evidence and professional judgement rather than a single assessment or diagnosis.



### Working in Partnership

If concerns are identified, the class teacher will discuss these with parents or carers and consult with the SENDCo.

Together we will:

- gather information about the child's strengths and needs;
- consider assessment information;
- agree appropriate next steps;
- decide whether additional support should be implemented;
- review progress regularly.

Parents and carers are involved throughout this process and their views form an essential part of decision-making.



### Assessment and Monitoring

Where appropriate, additional assessments may be carried out by the school or external professionals to develop a clearer understanding of a child's needs.

These may include assessments relating to:

- literacy and numeracy;
- communication and language;
- cognition and learning;
- emotional wellbeing;
- sensory or physical development.

Assessment information is used to inform planning and ensure that support is evidence-informed and personalised.



### The Role of the Class Teacher

Every teacher is responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

The class teacher will:

- ✓ deliver high-quality adaptive teaching;
- ✓ monitor progress closely;
- ✓ implement agreed support strategies;
- ✓ review the impact of provision;
- ✓ work collaboratively with the SENDCo and parents.

The SENDCo provides advice, guidance and specialist support but does not replace the responsibility of the class teacher.



### Reviewing Need

Identifying SEND is an ongoing process. Provision is regularly reviewed to ensure that it remains appropriate and effective.

Where pupils continue to require provision that is additional to or different from that ordinarily available, they may receive SEND Support through the graduated approach described in the next section of this report.

Our aim is always to identify needs early, provide effective support promptly and ensure that every child experiences **Opportunity in Action** through an inclusive, ambitious and nurturing education.

## 8. The Graduated Approach (Assess, Plan, Do, Review)

At Roseberry Primary School, we believe that every child deserves the opportunity to achieve their full potential. Where a pupil is identified as having Special Educational Needs and Disabilities (SEND), we follow the graduated approach outlined in the **SEND Code of Practice: 0–25 Years (2015)** to ensure that support is carefully planned, implemented and reviewed.

The graduated approach is a continuous cycle of **Assess**, **Plan**, **Do** and **Review**, enabling provision to be responsive to each child's changing needs and ensuring that support is evidence-informed and focused on improving outcomes.

Parents, carers and pupils are central to every stage of this process, with decisions made collaboratively and reviewed regularly.



**1**



### Assess

The first stage is to develop a thorough understanding of the child's strengths, needs and any barriers to learning.

Assessment may include:

- teacher observations;
- formative and summative assessment;
- progress and attainment information;
- pupil voice;
- parent and carer views;
- attendance, behaviour and wellbeing information;
- information from previous educational settings;
- specialist assessments where appropriate;
- advice from external professionals.



Assessment is viewed as an ongoing process rather than a one-off event. Information is continually gathered to ensure that provision remains appropriate and responsive.

**2**



### Plan

Following assessment, the class teacher, SENDCo, parents and, where appropriate, the pupil agree the support required.

Planning will identify:

- the child's strengths and areas for development;
- agreed outcomes;
- reasonable adjustments;
- adaptive teaching strategies;
- targeted interventions where appropriate;
- responsibilities of staff involved;
- arrangements for monitoring and review.



Support is always personalised to the individual child and designed to promote independence alongside academic progress.

**3**



### Do

The agreed provision is implemented within the classroom and, where appropriate, through additional targeted support.

The class teacher remains responsible for the progress and development of every pupil in their class, including those receiving additional intervention or specialist support.

Provision may include:

- high-quality adaptive teaching;
- personalised learning strategies;
- evidence-informed interventions;
- environmental adaptations;
- specialist equipment or technology;
- support from trained teaching assistants;
- advice from specialist services.



Throughout this stage, staff monitor progress carefully and adapt provision where necessary.

**4**



### Review

The effectiveness of support is reviewed regularly in partnership with parents, carers and the pupil.

During reviews we consider:

- progress towards agreed outcomes;
- the child's views;
- parental feedback;
- staff observations;
- assessment information;
- recommendations from external professionals.



This allows us to evaluate what has been successful, identify any remaining barriers and agree next steps.

Where appropriate, support may be adjusted, continued, increased or reduced to ensure that provision continues to meet the child's needs effectively.



### Working in Partnership

Parents and carers play a vital role throughout the graduated approach. We believe that children achieve the best outcomes when school and home work together in a relationship built on trust, openness and shared ambition.

We are committed to:

- ✓ listening to the views of parents and carers;
- ✓ involving families in planning and decision-making;
- ✓ celebrating progress together;
- ✓ providing regular opportunities to review provision;
- ✓ maintaining clear and open communication.



Pupils are also encouraged to contribute to decisions about their learning wherever appropriate, ensuring that their voice remains central to the planning process.



### Measuring Impact

The purpose of the graduated approach is not simply to provide additional support but to ensure that support has a measurable, positive impact on outcomes.

The impact of provision is evaluated through:

- ✓ academic progress;
- ✓ engagement in learning;
- ✓ attendance;
- ✓ emotional wellbeing;
- ✓ independence;
- ✓ participation in school life;
- ✓ achievement of agreed outcomes.



This enables the school to ensure that resources are used effectively and that provision remains responsive to the needs of every child.



### Our Commitment

The graduated approach reflects our commitment to providing **Opportunity in Action** for every pupil.

By identifying needs early, planning personalised support, delivering high-quality inclusive teaching and reviewing progress carefully, we ensure that every child receives the right support at the right time, enabling them to participate fully in school life, develop confidence and achieve their very best.



## 9. Ordinarily Available Provision

At Roseberry Primary School, we believe that high-quality, inclusive teaching is the foundation of successful learning for every child. Our **Ordinarily Available Provision** (OAP) includes the strategies and adjustments that are available to all pupils to remove barriers to learning and help every child achieve their very best.



### What is Ordinarily Available Provision?

It is the range of inclusive strategies and adjustments that every teacher is expected to use as part of effective classroom practice.

### Our commitment:

- ✓ High expectations for every pupil
- ✓ Inclusive teaching and learning
- ✓ Early identification of need
- ✓ Removing barriers to learning
- ✓ Promoting independence
- ✓ Developing confident, resilient learners



### High-Quality Adaptive Teaching

Teachers adapt learning through:

- clearly structured lessons
- modelling and scaffolding
- flexible grouping
- visual supports and resources
- adapted questioning
- retrieval practice
- additional processing time
- flexible methods of recording
- use of assistive technology

Ensuring all pupils can access the same ambitious curriculum.



### Inclusive Learning Environments

Our classrooms support all learners through:

- visual timetables
- consistent routines
- clearly labelled resources
- quiet working spaces
- sensory adaptations where appropriate
- accessible resources
- opportunities for movement breaks

Helping pupils feel secure, develop independence and engage in learning.



### Supporting Communication and Language

Staff promote communication through:

- clear and consistent language
- visual prompts
- vocabulary pre-teaching
- structured discussion
- modelling of spoken language
- communication-friendly classrooms
- targeted language support

Communication is fundamental to successful learning.



### Promoting Independence

We encourage pupils to:

- take ownership of their learning
- develop problem-solving skills
- use resources independently
- reflect on their progress
- build resilience
- celebrate personal success

Support is carefully planned to maximise independence.



### Wellbeing and Belonging

We create a safe, inclusive environment through:

- positive relationships
- predictable routines
- restorative approaches
- emotional wellbeing support
- opportunities to develop social skills
- inclusive playtimes and enrichment
- celebrating diversity and achievement

Every child feels valued, included and part of our school community.



### Monitoring Impact

We continually assess and refine provision through:

- classroom observations
- pupil progress meetings
- assessment information
- pupil voice
- parent feedback
- SEND reviews where appropriate

Where a pupil needs additional or different support, we use the graduated approach in partnership with families and professionals.



### Our Commitment

Ordinarily Available Provision reflects our belief that inclusive practice benefits every child.

By providing high-quality adaptive teaching, nurturing relationships and ambitious expectations within every classroom, we ensure that **Opportunity in Action** is experienced by all pupils, enabling them to participate, achieve and flourish.



## 10. Adaptive Teaching and Inclusive Practice

At Roseberry Primary School, we believe that every teacher is a teacher of pupils with SEND. High-quality adaptive teaching is the first and most important step in meeting the needs of all learners and forms the foundation of our inclusive approach.

We maintain high expectations for every pupil and adapt teaching, resources and learning experiences so that every child can participate, achieve and develop independence.



### What is Adaptive Teaching?

Responsive teaching that meets pupils' individual needs while maintaining ambitious outcomes for all.

May include:

- adapting explanations and modelling
- scaffolding learning appropriately
- providing visual supports
- pre-teaching key vocabulary
- chunking learning into manageable steps
- providing additional processing time
- adapting questioning
- using flexible grouping
- offering alternative methods of recording
- using assistive technology where appropriate

These adaptations enable pupils to access learning without reducing curriculum ambition.



### Inclusive Classroom Practice

Inclusive classrooms are calm, purposeful and designed so that every pupil feels safe, respected and able to succeed.

Teachers promote inclusion by:

- ✓ establishing clear routines and expectations
- ✓ creating predictable learning environments
- ✓ using positive behaviour strategies
- ✓ promoting active participation
- ✓ encouraging collaborative learning
- ✓ celebrating diversity and individual strengths
- ✓ making reasonable adjustments where required

Every classroom reflects our commitment to *Opportunity in Action* by ensuring that all pupils have equitable access to learning.

## Supporting Every Learner

Teachers carefully consider how best to meet the needs of individual pupils.



### Communication

- visual timetables
- symbols and visual prompts
- communication-friendly classrooms
- explicit vocabulary teaching



### Cognition and Learning

- scaffolded learning
- retrieval practice
- worked examples
- structured modelling



### Social, Emotional and Mental Health

- consistent routines
- emotional regulation strategies
- positive relationships
- restorative approaches



### Sensory and Physical Needs

- environmental adaptations
- sensory supports
- movement breaks
- specialist equipment where appropriate



Support is personalised according to individual need and regularly reviewed to ensure it remains effective.



### Promoting Independence

Our aim is to develop confident, resilient and independent learners.

Staff encourage pupils to:

- ✓ take responsibility for learning
- ✓ solve problems independently
- ✓ use resources confidently
- ✓ reflect on their progress
- ✓ develop resilience
- ✓ celebrate achievements



### Working Together

Adaptive teaching is most effective when we work collaboratively.

- Teaching assistants provide skilled support under the direction of the class teacher.
- Parents and carers are valued partners. Regular communication helps ensure strategies used in school are understood and reinforced at home.



### Measuring Impact

The effectiveness of adaptive teaching is monitored through:

- lesson observations
- pupil progress meetings
- assessment information
- pupil voice
- parent and carer feedback
- SEND reviews
- ongoing evaluation of classroom practice



### Our Commitment

By providing high-quality teaching, making reasonable adjustments and maintaining ambitious expectations for every learner, we ensure that all pupils can participate fully in school life, develop confidence and achieve their very best.

Through *Opportunity in Action*, we create classrooms where every child is supported, challenged and inspired to flourish.



## 11. Targeted Support and SEND Support

At Roseberry Primary School, we recognise that while many pupils' needs can be met through high-quality adaptive teaching and our Ordinarily Available Provision, some children require additional or different support to help them achieve their full potential.

Where this is identified, pupils may receive SEND Support through the graduated approach. This support is carefully planned, evidence-informed and regularly reviewed to ensure that it has a positive impact on learning, wellbeing and independence.



### What is SEND Support?

SEND Support is additional educational provision that is put in place when a pupil requires support that is different from, or additional to, the universal provision ordinarily available within the classroom.

SEND Support is designed to:

- ✓ remove barriers to learning
- ✓ improve progress and outcomes
- ✓ promote independence
- ✓ develop confidence and resilience
- ✓ enable pupils to participate fully in school life

Support is personalised to meet individual needs and is delivered alongside high-quality classroom teaching.

### Types of Support We May Provide

Support is determined by individual need and may include:



#### Classroom Support

- adaptive teaching
- personalised learning strategies
- additional modelling and scaffolding
- adapted resources
- visual supports
- reasonable adjustments



#### Targeted Interventions

- literacy support
- numeracy support
- speech, language and communication programmes
- social communication groups
- emotional wellbeing interventions
- fine and gross motor activities
- precision teaching
- pre-teaching and overlearning



#### Specialist Resources

Where appropriate, pupils may access:

- assistive technology
- specialist equipment
- sensory resources
- communication aids
- adapted learning materials



### Working with Specialist Professionals

Where additional expertise is required, the school may work alongside a range of education, health and social care professionals.

This may include advice from:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Specialist SEND Advisory Services
- Health professionals
- Social Care services where appropriate

Any involvement from external professionals takes place in partnership with parents and carers and contributes to the planning and review of provision.



### Personalised Planning

Where pupils receive SEND Support, provision is carefully planned around agreed outcomes.

Planning identifies:

- the child's strengths
- identified areas of need
- desired outcomes
- strategies to be used
- interventions where appropriate
- responsibilities of staff
- review arrangements

Planning remains flexible and is adapted as pupils develop and their needs change.



### Monitoring Progress

The impact of SEND Support is reviewed regularly through:

- ongoing classroom assessment
- pupil progress meetings
- discussions with pupils
- parent and carer feedback
- observations
- review meetings
- specialist advice where appropriate

Where support is successful, provision may be adjusted or gradually reduced to encourage increasing independence. Where further support is required, provision may be enhanced through the graduated approach.



### Working in Partnership with Families

Parents and carers are central to successful SEND Support.

We are committed to:



involving families in all decisions



sharing progress regularly



agreeing outcomes together



listening to parental views



celebrating success



ensuring communication remains open and supportive

Pupils are also encouraged to contribute to planning and reviewing their support wherever appropriate.



### Our Commitment

Every child deserves the opportunity to succeed.

At Roseberry Primary School, SEND Support is designed to provide timely, personalised and effective provision that enables pupils to achieve ambitious outcomes while developing confidence, independence and resilience.

Through *Opportunity in Action*, we ensure that support is responsive, inclusive and centred around the individual needs of every child.

## 12. Education, Health and Care Plans (EHCPs)

At Roseberry Primary School, we are committed to ensuring that every child receives the support they need to achieve their full potential. For most pupils with SEND, needs can be met effectively through high-quality adaptive teaching and SEND Support. However, a small number of children may require a higher level of coordinated support through an Education, Health and Care Plan (EHCP).

An EHCP is a legally binding document issued by the Local Authority that sets out a child or young person's education, health and social care needs, the outcomes they are working towards and the provision required to help them achieve those outcomes.



### What is an EHCP?

An Education, Health and Care Plan:

- ✓ identifies a child's strengths and needs;
- ✓ describes the provision required;
- ✓ sets clear, measurable outcomes;
- ✓ outlines the responsibilities of education, health and social care services;
- ✓ is reviewed at least annually.

EHCPs are intended for children and young people whose needs cannot reasonably be met through the resources ordinarily available to mainstream schools.

### Requesting an Education, Health and Care Needs Assessment

Where a pupil continues to experience significant barriers to learning despite sustained and appropriate SEND Support, the school may discuss with parents or carers whether an EHCNA should be requested.

A request may be made by:

- parents or carers
- the school
- the Local Authority
- a young person over compulsory school age

Any request will be supported by evidence demonstrating:

- the child's strengths and needs
- progress over time
- provision already implemented
- the impact of interventions
- advice from relevant professionals
- the views of the child and their family

### Working Together

The decision to request an EHCP assessment is always made collaboratively.

Roseberry Primary School works closely with:

- parents and carers
- the pupil
- Stockton-on-Tees Borough Council
- educational psychologists
- health professionals
- social care services
- other specialist agencies where appropriate

Our aim is to ensure that every decision is centred around the individual child and based upon their identified needs.

### Annual Reviews

Where a pupil has an EHCP, the school will hold an Annual Review at least once every twelve months.

The purpose of the review is to:

- celebrate progress and achievements
- review outcomes
- evaluate the effectiveness of current provision
- consider changing needs
- agree future priorities
- make recommendations to the Local Authority where appropriate

Parents, carers, the pupil and all relevant professionals are invited to contribute to the review process.

### Person-Centred Planning

Roseberry Primary School places the child at the centre of every review.

We encourage pupils to share:

- ♥ what they enjoy
- ▲ what they find challenging
- 💡 what helps them to learn
- ★ their aspirations for the future
- 💬 their views about school

This person-centred approach ensures that support reflects the child's strengths, interests and ambitions as well as their needs.

### Delivering Provision

The provision specified within an EHCP is implemented through close collaboration between school staff, families and external agencies.

This may include:

- ⚙️ specialist teaching approaches
- 📋 personalised learning programmes
- 🧘 therapeutic support
- 🔧 specialist equipment
- 🔊 assistive technology
- 🌱 environmental adaptations
- 👥 support from appropriately trained staff

The class teacher remains responsible for the day-to-day progress and inclusion of every pupil within their class.

### Preparing for the Future

From the earliest stages, we support pupils with EHCPs to develop the knowledge, skills and confidence needed for the next stage of their education and later life.

Transition planning may include:

- 🗺️ enhanced transition arrangements
- 🏠 visits to new settings
- 📅 additional planning meetings
- 📁 personalised transition resources
- 👥 collaborative working with receiving schools and services

Our aim is to ensure that every transition is carefully planned, reducing anxiety and promoting a successful move.



### Our Commitment

At Roseberry Primary School, we believe that an Education, Health and Care Plan is much more than a statutory document—it is a partnership that brings together families, education, health and care professionals around shared aspirations for a child.

Through high expectations, personalised provision and collaborative working, we ensure that pupils with EHCPs are fully included in school life and supported to achieve ambitious outcomes.

Through **Opportunity in Action**, we are committed to ensuring that every child is known, valued and empowered to flourish, regardless of the level of support they require.



## 13. Working in Partnership with Parents and Carers

At Roseberry Primary School, we believe that parents and carers are the first and most important educators in their child's life. Strong partnerships between home and school are fundamental to ensuring that every child with SEND achieves the very best outcomes.

We are committed to developing positive, respectful and collaborative relationships with families, recognising that children thrive when parents, carers and school staff work together with shared expectations and common goals.



### Our Commitment to Partnership

#### We will:

- listen carefully to the views of parents and carers;
- involve families in all decisions relating to SEND provision;
- communicate openly, honestly and regularly;
- celebrate progress and achievements together;
- respond promptly to questions and concerns;
- work collaboratively to overcome barriers to learning.

Parents and carers are valued partners throughout every stage of the graduated approach.



### How We Involve Parents and Carers

Families are encouraged to contribute to:

- identifying strengths and areas of need;
- planning support;
- reviewing progress;
- setting outcomes and next steps;
- Annual Reviews for pupils with EHCPs;
- meetings with external professionals where appropriate.

We believe that the most effective decisions are made when the child's voice and the family's views are considered alongside professional expertise.



### Communication

Roseberry Primary School offers a range of opportunities for parents and carers to discuss their child's progress and wellbeing.

#### This may include:

- informal conversations with class teachers;
- scheduled parent consultation meetings;
- meetings with the SENDCo;
- SEND review meetings;
- Annual Reviews;
- telephone or online meetings where appropriate;
- written reports and updates.

We encourage parents and carers to contact school whenever they have concerns or would like further information.



### Supporting Learning at Home

Parents and carers play an important role in reinforcing learning beyond the classroom.

Where appropriate, staff will provide advice on:

- supporting reading;
- developing communication and language;
- practising key learning skills;
- promoting independence;
- emotional wellbeing;
- strategies that can be used consistently at home.

Our aim is to ensure that school and home work together to provide consistent support for every child.



### Resolving Concerns

We operate an open and supportive approach to communication.

If parents or carers have concerns about their child's progress or SEND provision, we encourage them to:

- 1 speak with the class teacher;
- 2 contact the SENDCo if concerns continue;
- 3 arrange a meeting with senior leaders where appropriate.

We are committed to resolving concerns quickly through constructive discussion and partnership working.

Information about the school's formal complaints procedure is available on the school website.



### Working Together with Other Professionals

Where appropriate, parents and carers are invited to participate in meetings involving external agencies, including education, health and social care professionals.

#### We encourage families to:

- share their views;
- ask questions;
- contribute to planning;
- participate in reviewing provision;
- help identify priorities for future support.

This collaborative approach ensures that support remains centred on the individual child.



### Our Commitment

At Roseberry Primary School, we believe that successful SEND provision is built on trust, openness and partnership.

By working closely with parents, carers and pupils, we ensure that every child receives personalised support that reflects their strengths, aspirations and individual needs.



Through **Opportunity in Action**, we are committed to building positive relationships that enable every child to learn, achieve and flourish within an inclusive school community.

## 14. Listening to the Voice of the Child

At Roseberry Primary School, we believe that every child has the right to be heard, respected and actively involved in decisions about their education.

We recognise that children are experts in their own experiences. Understanding their views, aspirations and feelings enables us to provide support that is personalised, meaningful and centred on what matters most to them.



### Why Pupil Voice Matters

Every child's voice is valued.

By listening carefully to pupils, we are able to:

- ✓ understand their strengths and interests
- ✓ identify barriers to learning
- ✓ recognise what helps them learn best
- ✓ build confidence and independence
- ✓ improve wellbeing and engagement
- ✓ ensure support reflects their individual needs

Pupil voice is not a one-off activity; it is embedded within everyday school life.



### How We Listen to Pupils

Children are encouraged to share their views in a range of ways appropriate to their age, stage of development and communication needs.

This may include:

- everyday conversations with trusted adults
- classroom discussions
- one-to-one meetings
- pupil questionnaires
- SEND review meetings
- Annual Reviews for pupils with EHCPs
- person-centred planning activities
- visual communication tools
- alternative or augmentative communication methods where required

Every effort is made to ensure that all pupils can express their views in a way that works for them.



### Involving Pupils in Decision-Making

Where appropriate, pupils are actively involved in:

- identifying what they are good at
- setting personal goals
- reviewing progress
- discussing support strategies
- planning next steps
- preparing for transitions

By involving pupils in decisions about their learning, we help them to develop ownership, confidence and self-advocacy skills.



### Promoting Independence and Self-Advocacy

We want pupils to become confident individuals who understand their own strengths and can communicate their needs effectively.

We encourage children to:

- ✓ recognise their achievements
- ✓ reflect on their learning
- ✓ ask for support when needed
- ✓ make informed choices
- ✓ solve problems independently
- ✓ contribute positively to school life

Developing these skills prepares pupils for future education, employment and adult life.



### Working in Partnership

Listening to the child complements the views of parents, carers and professionals.

When making decisions about SEND provision, we consider:

- the child's views
- parental perspectives
- teacher assessments
- professional advice
- progress towards agreed outcomes

This collaborative approach ensures that provision remains personalised, balanced and focused on achieving the best possible outcomes.



### Celebrating Every Child

At Roseberry Primary School, we celebrate every child's individuality, recognising that success looks different for every learner.

We value:

- ♥ personal achievement
- ♥ effort and perseverance
- ♥ kindness and respect
- ♥ resilience
- ♥ confidence
- ♥ participation in school life

Every child is encouraged to recognise their own successes and take pride in their achievements.



### Our Commitment

At Roseberry Primary School, listening to children is central to our inclusive ethos.

By valuing every voice, promoting meaningful participation and placing pupils at the centre of decision-making, we ensure that support is personalised, empowering and focused on helping every child flourish.



Through **Opportunity in Action**, we create a school where every child feels heard, valued and inspired to achieve their very best.

## 15. Working with External Professionals

At Roseberry Primary School, we recognise that some children benefit from support beyond that which the school can provide alone. We work in close partnership with a range of education, health and social care professionals to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive coordinated, high-quality support that enables them to thrive.

Our approach is based on collaboration, shared expertise and person-centred planning, ensuring that the child and their family remain at the heart of all decision-making.



### Why We Work with External Professionals

External professionals provide specialist advice, assessment and recommendations that help us to:

- ✓ understand a child's individual needs;
- ✓ identify appropriate strategies;
- ✓ remove barriers to learning;
- ✓ improve educational outcomes;
- ✓ support emotional wellbeing;
- ✓ promote independence;
- ✓ ensure provision remains evidence-informed.

Specialist involvement complements, rather than replaces, the high-quality teaching provided within school.

### Professionals We May Work With

Depending on individual need, support may be sought from a range of services, including:



#### Education

- Educational Psychology Service
- SEND Advisory Services
- Specialist Teachers
- Inclusion Support Services



#### Health

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Community Paediatricians
- School Nursing Service
- Mental Health Support Teams



#### Social Care and Family Support

- Children's Social Care
- Early Help Services
- Family Support Services
- Young Carers' Services
- Voluntary and community organisations

Support is always determined by individual need and may involve one or several professionals working together.



### Working Together

External professionals work collaboratively with:

- pupils;
- parents and carers;
- class teachers;
- the SENDCo;
- senior leaders;
- the Local Authority where appropriate.

Recommendations are discussed carefully and incorporated into classroom practice, personalised planning and SEND Support where appropriate.



### Referral Process

Where specialist advice is required:

- 1 Concerns are discussed with parents and carers.
- 2 School gathers appropriate evidence.
- 3 Consent is obtained where required.
- 4 Referrals are made to the appropriate service.
- 5 Advice and recommendations are implemented and reviewed.

Parents and carers are kept informed throughout the process and are encouraged to contribute to planning and review meetings.



### Multi-Agency Working

Some pupils require support from several agencies working together.

Where this is the case, Roseberry Primary School promotes effective multi-agency collaboration by:

- sharing information appropriately;
- coordinating meetings;
- reviewing agreed actions;
- monitoring progress;
- ensuring support remains joined-up and centred on the child's needs.

This collaborative approach helps provide consistent support across education, health and family life.



### Monitoring Impact

Advice provided by external professionals is reviewed regularly to ensure it is having a positive impact.

We evaluate:

- ✓ progress towards agreed outcomes;
- ✓ engagement in learning;
- ✓ emotional wellbeing;
- ✓ independence;
- ✓ participation in school life;
- ✓ feedback from pupils, parents and professionals.

Provision is adapted where necessary to ensure that support remains effective and responsive.



### Our Commitment

At Roseberry Primary School, we believe that the best outcomes are achieved when families, school staff and specialist professionals work together in genuine partnership.

By combining professional expertise with the knowledge of parents, carers and pupils, we ensure that every child receives coordinated, personalised support that enables them to achieve their full potential.



Through *Opportunity in Action*, we are committed to ensuring that every child benefits from the right support, at the right time, delivered by the right people.

## 16. Monitoring Progress and Reviewing Outcomes

At Roseberry Primary School, we believe that effective SEND provision is measured by the difference it makes to children's learning, wellbeing and participation. Regular monitoring and review ensure that support remains responsive, evidence-informed and focused on securing the best possible outcomes for every pupil.

We recognise that progress is not measured solely through academic attainment. We also consider a child's confidence, independence, communication, wellbeing and engagement in school life.



### How We Monitor Progress

The progress of pupils with SEND is monitored throughout the academic year using a range of assessment and review processes.

This includes:

- day-to-day teacher assessment;
- formative and summative assessment;
- pupil progress meetings;
- SEND review meetings;
- observations;
- pupil voice;
- parent and carer feedback;
- advice from external professionals where appropriate.

This ongoing monitoring enables staff to respond quickly where additional support or adjustments are required.



### What We Measure

When reviewing the effectiveness of provision, we consider whether pupils are making progress towards agreed outcomes in areas such as:



#### Academic Progress

- curriculum attainment;
- knowledge and skills development;
- progress from individual starting points.



#### Personal Development

- confidence; resilience; independence;
- communication skills;
- emotional wellbeing.



#### Participation

- engagement in learning; attendance;
- behaviour for learning;
- participation in wider school life;
- friendships and social interaction.

Success is viewed holistically, recognising that every child has individual strengths, needs and aspirations.



### Reviewing Support

Provision is reviewed regularly to ensure that it continues to meet each pupil's needs.

During review meetings we consider:

- what has worked well;
- barriers that remain;
- progress towards agreed outcomes;
- views of the child;
- parental feedback;
- recommendations from professionals;
- next steps.

Where appropriate, support may be continued, adapted, increased or gradually reduced as pupils develop greater confidence and independence.



### Working Together

Monitoring progress is a collaborative process involving:

- pupils;
- parents and carers;
- class teachers;
- the SENDCo;
- teaching assistants;
- senior leaders;
- external professionals where appropriate.

Everyone involved contributes to ensuring that provision remains personalised and effective.



### Evidence-Informed Decision Making

All decisions regarding SEND provision are based on evidence.

This includes:

- assessment information;
- classroom observations;
- progress over time;
- pupil voice;
- parental views;
- professional advice;
- evaluation of previous interventions.

This ensures that support is purposeful, targeted and focused on improving outcomes rather than simply providing additional provision.



### Continuous Improvement

Roseberry Primary School is committed to continually reviewing and improving the quality of SEND provision.

Leaders regularly evaluate:

- the effectiveness of interventions;
- the quality of adaptive teaching;
- staff confidence and expertise;
- the impact of professional development;
- pupil outcomes;
- feedback from families and professionals.

This reflective approach ensures that our SEND provision continues to develop in line with national guidance, evidence-informed practice and the evolving needs of our pupils.



### Our Commitment

At Roseberry Primary School, monitoring progress is about understanding every child's journey and ensuring that support makes a genuine difference.

By working collaboratively, reviewing provision regularly and celebrating every success, we ensure that pupils with SEND continue to develop academically, socially and emotionally.



Through *Opportunity in Action*, we are committed to providing effective support that enables every child to achieve, belong and flourish within our inclusive school community.

## 17. Transition Arrangements

At Roseberry Primary School, we recognise that periods of transition can be exciting but may also present challenges for children with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that every transition is carefully planned, well-supported and centred on the individual needs of the child.

Our aim is to build confidence, reduce anxiety and ensure continuity of learning and support so that every pupil is prepared for the next stage of their education.



### Our Approach to Transition

Transition planning begins early and is tailored to each child's strengths, needs and circumstances.

We work collaboratively with:

- ✓ pupils;
- ✓ parents and carers;
- ✓ class teachers;
- ✓ the SENDCo;
- ✓ receiving schools or settings;
- ✓ external professionals where appropriate.

This collaborative approach helps ensure that important information is shared effectively and that support is in place from the very beginning.



### Starting at Roseberry Primary School

We work closely with families and early years settings to ensure a positive start to school.

This may include:

- visits to the school;
- meetings with parents and carers;
- discussions with previous settings;
- sharing assessment information;
- transition activities;
- personalised transition plans where appropriate.

Our priority is to help every child feel safe, confident and ready to learn.



### Moving Between Year Groups

Transition within school is carefully planned to ensure continuity of support.

This may include:

- meetings between current and future teachers;
- sharing SEND information and strategies;
- pupil visits to new classrooms;
- transition booklets or visual resources;
- additional visits where appropriate.

These arrangements help pupils become familiar with new routines, staff and learning environments.



### Transition to Secondary School

Preparing pupils for secondary education is an important part of our SEND provision.

Support may include:

- enhanced transition visits;
- meetings with receiving schools;
- sharing detailed SEND information;
- person-centred transition planning;
- additional opportunities to meet key staff;
- personalised transition resources;
- collaborative working with families and external agencies.

Where pupils have an Education, Health and Care Plan (EHCP), transition planning forms part of the Annual Review process.



### Preparing for Adulthood

Although Roseberry Primary School is a primary setting, we recognise the importance of developing the skills that prepare children for future education and adult life.

Throughout school we encourage pupils to develop:

- independence;
- resilience;
- communication skills;
- confidence;
- problem-solving;
- decision-making;
- self-advocacy.

These lifelong skills help children become successful learners and active members of their communities.



### Supporting Emotional Wellbeing During Transition

Transitions can bring uncertainty as well as opportunity.

We support pupils by:

- discussing changes positively;
- providing predictable routines;
- encouraging pupils to ask questions;
- offering emotional support where needed;
- working closely with families throughout the process.

Our aim is to ensure that every child feels confident, prepared and excited about the next stage of their journey.



### Our Commitment

At Roseberry Primary School, every transition is viewed as an opportunity for growth and success.

By planning carefully, working collaboratively and placing the child at the centre of every decision, we ensure that transitions are positive, supportive and successful.



Plan



Collaborate



Succeed

Through *Opportunity in Action*, we prepare every child to move forward with confidence, resilience and the skills they need to flourish in the next stage of their education and beyond.

## 18. Supporting Emotional Wellbeing and Mental Health

We believe that emotional wellbeing is fundamental to learning and achievement. We are committed to providing a nurturing, inclusive environment where every child feels safe, valued and supported to thrive.



### Our Commitment

- Every pupil feels safe, respected and included
- Builds confidence, resilience and self-esteem
- Understands and manages emotions
- Knows how and where to seek help



### Creating a Positive School Environment

- Nurturing relationships
- Consistent routines and high expectations
- Restorative approaches
- Celebrating success and enrichment
- A culture of kindness, respect and belonging
- Pupil voice and participation



### Early Identification

Concerns may be identified through:

- Observations and behaviour changes
- Attendance patterns
- Pupil voice and parental concerns
- Wellbeing check-ins
- Assessment information
- Advice from professionals

Early identification helps us to provide the right support, promptly.

## Support Available

A graduated approach ensures every child receives the right support at the right time.



### Universal Support

Available to all pupils through:

- Positive relationships
- High-quality teaching
- Wellbeing curriculum
- Emotional literacy
- Restorative approaches
- Building resilience and confidence
- Nurturing classrooms



### Targeted Support

Where additional support is needed:

- Individual pastoral support
- Emotional regulation programmes
- Mentoring
- Personalised support plans
- Small-group interventions
- Check-in / check-out systems
- Targeted wellbeing support



### Specialist Support

We work with external services including:

- Place2Be – school-based counselling and therapeutic support for pupils, and advice for families and staff
- Mental Health Support Teams (MHST)
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Community Paediatricians
- Early Help Services
- Children's Social Care where appropriate



### Working with Families

We are committed to:

- Listening and working collaboratively
- Sharing strategies that promote emotional wellbeing
- Maintaining regular communication
- Signposting to additional support



Families can access advice and support through Place2Be, ensuring consistent support at school and at home.



### Promoting Resilience

Help children to:

- Recognise and understand emotions
- Develop healthy coping strategies
- Solve problems confidently
- Build positive friendships
- Ask for help when needed
- Persevere when learning is challenging
- Celebrate effort and achievement



### Safeguarding and Wellbeing

Emotional wellbeing and safeguarding are closely linked.

We follow our Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

Safeguarding and promoting children's welfare is everyone's responsibility.



### Our Commitment

By creating a nurturing environment, working in partnership with families and providing access to specialist services such as Place2Be, we ensure every child feels safe, valued and supported.

Through *Opportunity in Action*, we empower every child to learn, achieve and flourish.





At Roseberry Primary School, we believe that every child has the right to learn in a calm, safe and inclusive environment where they feel valued, respected and able to succeed. Through *Opportunity in Action*, we promote excellent attendance, positive behaviour and a strong sense of belonging for every pupil.



## Attendance Matters

Regular attendance enables children to thrive academically, socially and emotionally.

We work in partnership with families to:

- ✓ promote excellent attendance;
- ✓ identify barriers early;
- ✓ provide support where needed;
- ✓ celebrate improvement and success.



Where attendance is affected by SEND, medical or emotional needs, we make appropriate reasonable adjustments while maintaining high expectations.



## Behaviour is Learned

Positive behaviour is explicitly taught through our Behaviour Curriculum.

Every pupil is supported to be:



Ready



Respectful



Safe



Responsible

Behaviour is recognised as a form of communication, and adults respond calmly, consistently and relationally to help children learn from mistakes and make positive choices.

## Our Relational Approach

Our response to behaviour follows four connected principles:



### Relate

Build positive relationships.



### Regulate

Support children to become calm and ready to learn.



### Reflect

Help children understand the impact of their choices.



### Repair

Restore relationships and make a fresh start.

This approach develops responsibility while maintaining dignity and belonging.



## Supporting Every Child

Some pupils require additional support to meet behaviour expectations. Where appropriate, we provide:

- reasonable adjustments;
- sensory and emotional regulation strategies;
- trusted adults;
- personalised behaviour support;
- SEND and pastoral support;
- partnership working with families and external professionals.



Support is personalised without lowering expectations.



## Working Together

Positive attendance, behaviour and inclusion are built through strong partnerships between pupils, families and school.

We work together to:

- ✓ share successes and concerns;
- ✓ agree consistent strategies;
- ✓ review support regularly;
- ✓ remove barriers to learning;
- ✓ celebrate progress.



## Our Commitment

At Roseberry Primary School, every child deserves to belong.

By promoting excellent attendance, explicitly teaching positive behaviour and providing inclusive, personalised support, we create a school where every child feels safe, respected and empowered to achieve their very best through *Opportunity in Action*.





At Roseberry Primary School, we value open, honest and respectful communication. We believe that strong partnerships help us to provide the best support for every child, including those with SEND.

We welcome feedback, celebrate successes and encourage you to share any concerns early so they can be resolved quickly and collaboratively.



## We Welcome Feedback

We encourage families to:

- ✓ celebrate successes with us
- ✓ share ideas and suggestions
- ✓ discuss concerns at the earliest opportunity
- ✓ work in partnership to achieve the best outcomes for your child



Most concerns can be resolved quickly through open and constructive discussion.



## If You Have a Concern

We encourage you to follow these steps:

1



### Speak to the Class Teacher

Most concerns can be resolved quickly through discussion with your child's class teacher.



2



### Contact the SENDCo

If further discussion is needed, the SENDCo will work with you to review your child's support and agree next steps.



3



### Contact the Head of School

Where concerns remain unresolved, the Head of School will meet with you to explore possible solutions and agree appropriate actions.



4



### Executive Headteacher

If concerns continue, you may request that the matter is considered by the Executive Headteacher.



## Formal Complaints

If a concern cannot be resolved informally, parents and carers have the right to make a formal complaint in accordance with the school's Complaints Procedure.

The procedure explains:

- how to make a complaint
- how complaints are investigated
- expected timescales
- how outcomes are communicated

Details of the Complaints Procedure are available on our website.



## Independent Advice and Support

Parents and carers may also seek independent advice and support from:

- Stockton SEND Information, Advice and Support Service (SENDIASS)
- Stockton-on-Tees Local Offer
- mediation and disagreement resolution services where appropriate.



These services provide impartial advice to help families understand SEND processes and make informed decisions.



Throughout every stage, our aim is to resolve concerns through partnership, openness and mutual respect.



## Our Commitment

At Roseberry Primary School, we are committed to listening, learning and continually improving. We value the views of pupils, parents, carers and professionals and believe that respectful dialogue and collaborative problem-solving lead to the best outcomes for children.

Through *Opportunity in Action*, we are committed to working in genuine partnership with families to ensure that every child feels supported, included and able to thrive.





At Roseberry Primary School, inclusion is at the heart of everything we do. We believe that every child deserves to feel **safe, valued, respected** and **inspired** to achieve their very best.



## Ambitious and Inclusive Education

Our SEND Information Report demonstrates our commitment to providing an ambitious, inclusive education where barriers to learning are identified early, support is personalised and every pupil is given the opportunity to thrive academically, socially and emotionally.



## Built on Strong Relationships

We recognise that successful inclusion is built upon strong relationships. By working in genuine partnership with pupils, parents, carers, governors and external professionals, we ensure that every child receives the right support, at the right time, in the right way.



## Every Child, Every Opportunity

We are committed to ensuring that every child feels known, included and supported to participate fully in school life and achieve their potential now and in the future.



## We are committed to:

- ✓ maintaining high expectations for every pupil;
- ✓ delivering high-quality adaptive teaching;
- ✓ identifying needs early;
- ✓ listening to the voices of children and families;
- ✓ making reasonable adjustments where appropriate;
- ✓ promoting emotional wellbeing and positive relationships;
- ✓ removing barriers to learning;
- ✓ preparing every child for the next stage of their education and beyond.



As a school, we continually evaluate and develop our SEND provision to ensure that it reflects current legislation, national guidance and evidence-informed practice. We are committed to continual improvement so that our provision evolves alongside the changing needs of our pupils and community.



## Every child is unique. Every child has strengths. Every child deserves the opportunity to succeed.

Through *Opportunity in Action*, we create a school where children are known, supported and challenged to become confident learners, resilient individuals and responsible citizens who are ready for the future.



## Together, we ensure that every child is:



**Known.**



**Valued.**



**Included.**



**Supported.**



**Inspired.**



**Successful.**





Supporting children with Special Educational Needs and Disabilities (SEND) is a partnership between home, school and a range of specialist services. We are always happy to discuss any questions, concerns or ideas you may have about your child's education.

We encourage parents and carers to contact us at the earliest opportunity so that we can work together to ensure every child receives the support they need to flourish.



## SCHOOL CONTACTS



### SENDCo

**Emily Henderson**

Special Educational Needs and Disabilities Coordinator (SENDCo)

☎ 01642 360520

✉ [roseberry@roseberryprimary.org.uk](mailto:roseberry@roseberryprimary.org.uk)



### Head of School

**Deanne Richardson**

For questions relating to your child's education, wellbeing or school provision.



### Executive Headteacher

**Christian Park**

For strategic matters or where concerns have not been resolved through the usual school procedures.



### SEND Governor

**Sara Crawshaw**

The Governing Body monitors the effectiveness of the school's SEND provision and ensures statutory duties are fulfilled.



## USEFUL INFORMATION



### Stockton-on-Tees Local Offer

The Local Offer provides information about education, health and social care services available for children and young people with SEND across Stockton-on-Tees.

[www.stockton.gov.uk/localoffer](http://www.stockton.gov.uk/localoffer)



### Stockton SEND Information, Advice and Support Service (SENDIASS)

SENDIASS offers free, confidential and impartial information, advice and support for children, young people and families.

Support includes:

- ✓ SEND advice
- ✓ Education, Health and Care Plans (EHCPs)
- ✓ SEND Support
- ✓ Meetings and mediation
- ✓ Parent guidance



### Place2Be

Roseberry Primary School works in partnership with Place2Be to provide emotional wellbeing and mental health support for children, families and staff.

Support may include:

- ✓ one-to-one counselling
- ✓ group support
- ✓ family guidance
- ✓ whole-school wellbeing initiatives



### School Policies

Further information is available on the Roseberry Primary School website, including:

- SEND Information Report
- SEND Policy
- Accessibility Plan
- Behaviour & Relationships Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure
- Equality Information and Objectives



## IF YOU NEED SUPPORT

1



Speak to your child's Class Teacher.

2



Contact the SENDCo.

3



Arrange a meeting with the Head of School if required.



We believe that concerns are best resolved through positive partnership, open communication and shared commitment to achieving the very best outcomes for every child.



## CONTACT US



Roseberry Primary School  
Marsh House Avenue  
Billingham  
TS23 3HB



☎ 01642 360520



✉ [roseberry@roseberryprimary.org.uk](mailto:roseberry@roseberryprimary.org.uk)



🌐 [www.roseberryprimary.org.uk](http://www.roseberryprimary.org.uk)



## TOGETHER WE MAKE OPPORTUNITY IN ACTION



### KNOWN

We know every child and celebrate their uniqueness.



### VALUED

We value every child and their contributions.



### INCLUDED

We include every child and remove barriers.



### SUPPORTED

We support every child to overcome challenges.



### INSPIRED

We inspire every child to dream, learn and grow.



### SUCCESSFUL

We help every child succeed today and prepare for tomorrow.



Thank you for taking the time to read our SEND Information Report.

We look forward to working in partnership with you to ensure every child thrives at Roseberry Primary School.