

Roseberry Primary School – SEN Information Report

The kinds of SEN that are provided for:

The 2014 SEND Code of Practice does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- ◆ Communication & Interaction (Language & Autistic Spectrum Disorder).
- ◆ Cognition & Learning (General Learning & Specific Learning difficulties).
- ◆ Social, Emotional and Mental Health difficulties (ADHD)
- ◆ Sensory and Physical needs (Visual Impairments, Hearing Impairments, processing difficulties)

Roseberry Primary currently provides additional and/or different provision for children who have difficulties/needs that fall into one or more of the above broad areas.

Identifying pupils with SEN and assessing their needs:

- ◆ Roseberry Primary School aims to ensure that children who need additional support are identified as early as possible.
- ◆ Children are assessed against age related expectations as soon as they enter Nursery and continually through school.
- ◆ Parents of children who are not meeting age related expectations are informed.
- ◆ Children's progress is then tracked and those children who fail to progress and close the attainment gap, despite good first quality teaching, are identified.
- ◆ Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- ◆ To decide if children should be recorded as SEND, we first determine the support that is needed and whether we can provide it by adapting our core offer or whether something additional or different is needed.

Consulting and involving pupils and parents:

Roseberry Primary School aims to promote a culture of partnership working with parents and carers. We will do this through:

- ◆ Involving parents as soon as a concern has been raised. This is done by personal appointment with the class teacher and/or SENCo
- ◆ Ensuring all parents of children with SEND are made aware of the school's arrangements for their children
- ◆ Providing opportunities for meetings between parents and the SENCo and/or class teacher.
- ◆ Parents are invited to three SEND meetings per year, where concerns and strengths are shared and next steps agreed
- ◆ Providing access to the SENCo to discuss the child's needs and approaches available to support the child
- ◆ Supporting parents understanding of external agency advice and support.
- ◆ Undertaking Annual Reviews for children with an Education Health Care Plan.

Assessing and reviewing pupils' progress towards outcomes:

- ◆ Children's progress is continually tracked and those children who fail to progress despite good first quality teaching are identified and appropriate interventions/strategies are put in place.
- ◆ Identified children are discussed in detail at termly pupil progress meetings between the class teacher and the Senior Leadership Team which includes the SENCo.
- ◆ Children's parents are invited to meet with the teacher and/or SENCo termly to discuss progress both at home and at school. This meeting is additional to Parents Evening.
- ◆ B Squared is used to assess children who make very small steps of progress.
- ◆ Children with an EHCP will be assessed against the targets set in section F of their plan along with any other appropriate school or specialist assessments.
- ◆ Strategies and approaches used are continually reviewed and changed if they are not impacting a child's progress.
- ◆ Pupil Voice is gathered termly and shared at parent SEND meetings.

In Roseberry Primary School we encourage pupils to participate in their learning by:

- ◆ Involving children in their own target setting and in identifying teaching and learning strategies that work for them. Children also evaluate their own success during termly reviews of their progress.
- ◆ Where appropriate, incorporating their views in every aspect of their education.
- ◆ Encouraging independence.

Supporting pupils moving between phases:

- ◆ We endeavour to ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for children.
- ◆ All information is shared with the children's next setting.
- ◆ All children take part in induction days and where appropriate arrangements for extended transition periods will be made.
- ◆ We endeavour to collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements.
- ◆ When moving between phases within school, children with SEND are given extended transition and additional time with their new class teacher if needed. If appropriate, photographs of their new class environment and team, may be provided to support the children when returning after a school break.

Our approach to teaching pupils with SEN:

Roseberry Primary School arranges the additional and different provision required to enable children to make progress. The provision made for the child will be included on their class diversity map. The child's parents/carers will be consulted and school endeavours to work in partnership with parents/carer and the child to provide the support that they need to progress and reach their full potential.

Class teachers are aware that they are accountable for the progress of all the children in their class and understand that first quality teaching, which may be differentiated for individual pupils, is the first step in responding to pupils with SEND.

The following are examples of interventions that take place at Roseberry:

Numicon support	Movement group	Buddy system	Speech and Language (TA)
Phonics	Fine motor support	Nurture Group	Early Talk Boost and Talk Boost
Reading Recovery	Pre-teaching	Behaviour Contracts	Teacher/TA led reactive intervention
Reading Plus	Post-teaching	Social stories	In class personalised provision

Adaptations to the curriculum and learning environment:

The class teacher and teaching assistant make appropriate arrangements for differentiating the curriculum, tailoring teaching and providing additional support for children. This may include: 1:1 or small group work, pre-teaching, adapted resources, giving longer processing times and using recommended aids such as coloured overlays, visual timetables and enlarged fonts. Individual curriculums are created to meet the needs of children when necessary. Adjustments to the physical learning environment are made where possible. Clear targets are set and the child's progress is continually reviewed by the teacher, TA and the SLT, which includes the SENCo.

Additional support for learning:

If the child continues to make very little or no progress, the class teacher in conjunction with the SENCO, will assess the child's difficulties using a range of assessments. Alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups may be introduced. Support and advice from outside agencies such as The Educational Psychology Service, Speech and language Team, Behaviour Support Team and Health Services will be sought as appropriate.

Specialist group: for those children who need further support they may join a small group that is run by a teacher for parts of the day integrating back into their own class for the remainder. Close liaison between the group teacher and the class teacher ensures transitions are successful.

Expertise and training of staff:

- ◆ The SENCo has 14 years' experience and is also our non-teaching Deputy Head. We are currently moving forward by transitioning from having one SENCo to having a SEND team of three. This is to enable us to provide the best possible school experience for our SEND children.
- ◆ The SEND Team, Teachers and TAs attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- ◆ We have a team of 14 teaching assistants, a HLTA and an additional teacher in each phase – SEND children individually and in groups work with teachers and TAs.
- ◆ Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Staff meetings are held to ensure that staff are fully aware of any changes taking place within SEND. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEND.
- ◆ This year (Autumn Term) there has been training on: B Squared, SMART target setting, recording SEND parent meetings and My Plan (stages of emotional crisis).
- ◆ NQTs will access specific training through LA induction programmes and support from their mentor.
- ◆ Expertise is added to INSET from the Educational Psychology Service (training 2019-20 included: transferring learning to the long term memory and quality first teaching for SEND children. Information from the termly SENCo briefings is disseminated to staff via the SEND team during staff meetings.

Securing equipment and facilities:

- ◆ Specific funds are allocated to pupils with SEND.
- ◆ Class diversity maps detail Roseberry Primary School's allocation of resources to individual pupils.

The governors always use all of the SEND budget share and additional funds accessed from the school budget. The Deputy Head Teacher/SENCO (Miss McCabe) in consultation with the Head Teacher is responsible for the use of these resources and the deployment of the designated support staff.

Actions to meet pupil's Special Educational Needs aim to promote independent learning and tend to fall within 5 broad strands:

- ◆ Assessment, planning and review.
- ◆ Grouping for teaching purposes.
- ◆ Additional human resources.
- ◆ Adjusted or individual curriculum and teaching methods.
- ◆ Increased liaison with parents and carers.

This may include development of practice through training, planning, review and liaison time, improved staff- child ratio, providing a specialist learning group teacher and the use of alternative resources.

Evaluating the effectiveness of SEN provision:

The success of the school's SEND Policy and Provision is evaluated through:

- ◆ Monitoring of classroom practice by the SLT, which includes the SENCo, and subject leaders
- ◆ Monitoring of interventions
- ◆ Monitoring of planning to identify SEND provision
- ◆ Monitoring of books to identify the progress of SEND children
- ◆ Analysis of pupil tracking data, test results and B Squared data
 - For individual pupils
 - For cohorts
 - For specific groups
- ◆ Comparison of school SEND data with LA and national data.
- ◆ Monitoring of procedures and practice by SEND Governor
- ◆ School self-evaluation, using a variety of approaches.
- ◆ Meeting targets set in The School Improvement Plan.
- ◆ Pupil and parent questionnaires.
- ◆ Annual Reviews for pupils with EHCPs

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN:

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

Different teaching strategies and resources are used depending upon the nature of the child's needs.

Roseberry Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- ◆ Inclusive ethos
- ◆ Broad and balanced curriculum for all pupils
- ◆ Systems for early identification of barriers to learning and participation
- ◆ All pupils are encouraged to go on our residential to Dukes House Wood – no pupil is excluded because of their SEND.
- ◆ All pupil take part in sports day, performances and assemblies for parents - no pupil is excluded because of their SEND.

Support for improving emotional and social development:

Roseberry provides support for pupils to improve their emotional and social development in the following ways:

- ◆ We are using the Relationships and Health Education Frameworks which have been carefully adapted to meet the needs of our pupils
- ◆ There are two mental health breaks per day, in addition to playtime, which focus on objectives from the framework which includes, friendship and mental health.
- ◆ Each class has a 'worry box', 'mood cloud' or equivalent, which offer the opportunity for children to ask for 1:1 time with their teacher
- ◆ Circle time also covers objectives from the framework
- ◆ The school counsellor is available to work with children, parents and staff who are struggling
- ◆ All pupils are encouraged to be part of the ECO, Rights Respecting or Sports Leaders - no pupil is excluded because of their SEND.
- ◆ Roseberry Primary has a zero tolerance approach to bullying.

Working with other agencies:

Roseberry Primary School has purchased time from the Educational Psychology Service, the Speech and Language Service and the School Counselling Service. This allows children, their families, individual teachers and school to regularly access support from these services

The school has arrangements for securing access to other external support services for pupils with special educational needs. This may include liaison with special schools, the ASD team, CAMHS, the Health Service and other specialist provisions. There is regular liaison and exchange of information between the SENCo and these services throughout the school year.

Roseberry also works closely with Social Care, Operation Encompass and the Virtual School (CIOC) to support children and their families.

Complaints about SEN provision:

Any complaints regarding the SEND Information Report or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCo. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If however, parents are still concerned they may contact the governor responsible for SEND and/or the Chair of Governors.

Mrs Elizabeth Hope, the Chair of Governors, can be contacted in writing at:

Roseberry Primary School, Marsh House Avenue, Billingham TS23 2HJ

Contact details of support services for parents of pupils with SEN:

Special Educational Needs and Disability Information, Advice and Support Service

Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) (formerly Parent Partnership Service) is a free, impartial and confidential service.

We provide advice, information and support on all matters relating to special educational needs and disabilities (SEND) to:

- ◆ Parents/carers of children and young people with SEN or a disability
- ◆ Young people up to the age of 25 with SEN or a disability

Your child/young person does not need to have an Education Health and Care Assessment or Plan to access the service.

[Visit the Stockton Information Directory for further information regarding the service](#)

Contact the Special Educational Needs and Disability Information, Advice and Support Service

Contact: SEND Information, Advice and Support Officer

Telephone: 01642 527158

Email: SENDIASS@stockton.gov.uk

For further information, please see the [Children and Young People with Special Educational Needs page](#) and [Stockton's Local Offer website](#).

Contact the SEN and Engagement Service

Address: SEN and Engagement Service, Stockton Borough Council, 4th Floor, Queensway House, West Precinct, Billingham, TS23 2YQ

Telephone: 01642 527145

Email: sensection@stockton.gov.uk

Contact details for raising concerns:

Cathryn McCabe (SENCo)

Roseberry Primary School, Marsh House Avenue, Billingham TS23 2HJ

Telephone: 01642 360 520

The local authority local offer:

Roseberry Primary School's 'School Offer' contributes to Stockton's Local Offer and can be found:

The Stockton Borough Council SEND Local Offer can be found by following the link below:

[Stockton's Local Offer website](#)

Monitoring arrangements:

The SEND policy and this information report will be monitored and reviewed by The SEND Team annually. It will be updated if any changes to the information are made during the year.

It will be approved by the governing body annually.

Links with other policies and documents:

This policy links to the following policies:

- ◆ Accessibility plan
- ◆ SEND Policy
- ◆ SEND termly report to Governors