

## Roseberry Primary School – SEN Information Report November 2023

### Overview of Our School and Vision

At Roseberry Primary School we are committed to ensuring equality of education and opportunity for pupils with Special Educational Needs and Disabilities (SEND). We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND needs and participate fully in school life. The achievement of all pupils, including those with SEND, will be monitored and we will use this data to raise standards and ensure inclusive teaching for all. We will make reasonable adjustments to make sure the school environment is as accessible as possible and all children regardless of SEND reach their potential.

### Areas of Need

Roseberry Primary currently provides additional and/or different provision for children who have difficulties/needs that fall into one or more of the broad areas. 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 & Autism Spectrum Disorder).
- Cognition & Learning (General Learning & Specific Learning difficulties).
- Social, Emotional and Mental Health difficulties
- Sensory and Physical needs (visual impairments, hearing impairments, multi-sensory difficulties)

### 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 by applying knowledge of staff training in the EYFS to identify early language and communication difficulties. In addition to this, small group teaching and regular ongoing assessment in the EYFS provides opportunities to quickly identify any learning or sensory needs a child may have.
- All children are assessed against age related expectations as soon as they enter Nursery using Development Matters. Throughout the school, if children are making slower progress, they are placed on the B Squared assessment programme which assesses small steps of progress and is used as a tool to identify the focus for interventions and/or reactive teaching.
- Parents of children who are not meeting age related expectations are informed and a discussion of next steps takes place as slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- Children's progress is then closely tracked and those children who fail to progress and close the attainment gap, despite good first quality teaching and intervention are identified by the SENCO and discussions staff members are professionally challenged. During this discussion, it will be decided if the pupil would benefit from being placed on the SEND register.
- 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.
- If a pupil is placed on the SEND register, parents are invited to three additional meetings per year where individual targets are coproduced and the voice of school, parents and child are included to promote a child centred approach.

## **Consulting and involving pupils and parents:**

Roseberry Primary School aims to promote a culture of partnership through a child centred approach which works closely 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. Parents may also be invited to speak directly to other professions in school. These may include our school based Educational Psychologist, child therapist, our designated Speech and Language therapist or occupational therapist.
- Seeking additional advice from outside agencies e.g.) CAMHS when needed.
- Ensuring all parents of children with SEND are made aware of the school's arrangements to support their children.
- Providing opportunities for meetings between parents and the SENCo and/or class teacher. At least 3 meetings will take place to review provision and targets but the school recognise the need for additional meetings as and when needed.
- Providing access to the SENCo (Victoria Stewart) to discuss the child's needs and approaches available to support the child.
- Our Parent Support Advisor (PSA) will signpost parents to appropriate external agency advice and support.
- Undertaking our statutory duty to carry out Annual Reviews for children with an Education Health Care Plan.

## **Assessing and reviewing pupils' progress towards outcomes:**

- Children's progress is continually tracked and monitored 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.
- An additional termly meeting is set up between the teacher and SENCo to evaluate and challenge the progress of children on the SEND register.
- B Squared is used to assess children who make very small steps of progress. The information from B Squared is used to inform additional provision needed such as interventions and/or reactive teaching to the child's specific area of difficulty.
- Lack of progress for all children including SEND is challenged by the SENCo/and or SLT.
- 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. Children's progress towards these annual targets is recorded and updated termly and shared with the SENCO.
- Strategies and approaches used are continually reviewed and changed if they are not impacting a child's progress
- 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.
- When appropriate, pupils are invited to attend the SEND meetings with parents.
- Pupil Voice is gathered termly and shared at parent SEND meetings if the pupil does not attend.

In Roseberry Primary School we encourage all 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.
- 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 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/scaffolded for individual pupils, is the first step in responding to pupils with SEND.

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

Peer mentors	Fine and Gross motor support	Thrive/Nurture Groups	Speech and Language intervention
National Tutoring Programme	Fast track tutoring	Chapter one	Early Talk Boost and Talk Boost
Lexia	Pre-teaching/post-teaching	Precision teaching	Teacher/TA led reactive intervention
Reading Plus	Lunch hub support	Social stories	In class personalised provision

### **Adaptations to the curriculum and learning environment:**

The class teacher and support staff 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. When needed, individual curriculums are created to meet the needs of children when necessary or when indicated on an EHCP. Adjustments to the physical learning environment are made where possible. Clear SMART 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 which sometime include involving outside agencies. 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 etc.. will be sought as appropriate.

## **Expertise and training of staff:**

- The SENCo has completed the NASENCO qualification and is currently undergoing an NPQSL in leadership.
- 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.
- Staff have access to training materials from the National College and can complete relevant CPD related to each cohort.
- Recently, staff have had training from CATS to support staff awareness of emotional regulation. In addition to this, all staff were given updated phonics training in September 2022. Staff were also given in house training to support recording information on neurodevelopmental pathway referral forms so that the CAMHS team had the correct information needed to support the child. As well as this, staff have had evidence based training on how to ensure inclusivity in the classroom using research from the EEF.
- Termly teacher drop ins with the Educational Psychologist are available for staff who want to seek additional support and advice.
- ECTs will access specific training through induction programmes and support from their school-based mentor.
- Information from the termly SENCo briefings is disseminated to staff via the SENCo during staff meetings.

## **Evaluating the effectiveness of SEN provision:**

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

- Monitoring of classroom practice by the SLT, SENCo and phase leaders.
- Ongoing monitoring of interventions and termly pupil progress meetings.
- Monitoring of teaching resources used to support children with SEND.
- 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.
- Support and advice from the LA.
- School self-evaluation, using a variety of approaches.
- Meeting targets set in The School Improvement Plan.
- Pupil voice and parent questionnaires.
- Evaluating progress of pupils with SEND during termly SEND support meetings.
- 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 broad and balanced 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 take part in our extra-curricular activities

- All pupils 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 Health and Relationships Education Frameworks which have been carefully adapted to meet the needs of our pupils.
- The school counsellor is available to work with children, parents and staff who are struggling.
- All pupils are encouraged to be part of the voice of the school e.g) 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 employs an Educational Psychologist (Judith Wise) who attends school one a fortnight, the Speech and Language Service and CATS Counselling Service. This allows children, their families, individual teachers and school to regularly access specialist support.

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, SEND policy 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 Victoria Stewart. If they feel their child's needs are still not being met after an agreed period of time, 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 Wendy McConnell, 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 (SENDIASS) is a free, impartial and confidential service.

They 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](mailto: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](mailto:sensection@stockton.gov.uk)

**Contact details for raising concerns:**

Victoria Stewart (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 SENCO 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