



ROECLIFFE
C of E Primary School

Roecliffe CE Primary School

SEND Information Report 2024 - 25

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and children with additional needs. This information outlines the support and provision you can expect to receive if your child attends Roecliffe CE Primary School.

Hello, my name is Mrs Lesley Briggs and I am the SEND Lead and Headteacher at Roecliffe CE Primary School. You can contact me on 01423 322302 and I am always happy to chat about your child's needs and how we can best support them to be happy, safe and to get the best from their learning within our school.



Purpose

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, please read the Roecliffe CE Primary School SEND policy. You can find it on our website in the Policies section.

Special Educational Needs at Roecliffe CE Primary School

At Roecliffe CE Primary School we strive to ensure that all our learners reach their potential and experience success and enjoyment in their daily learning. We deliver a broad and rich curriculum offer which embraces our school's values and instils in our children positive learning behaviours to be confident, resilient, independent and successful life-long learners.

The school SEND leader coordinates and monitors the additional and different provision for some of our pupils and liaises closely with parents and carers, school staff, pupils and external agencies to ensure that these children's needs are being met.

What are Special Educational Needs?

Special Educational Needs fall into four broad categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The profile for every child with a Special Educational Need is different and their needs may change over time. They may have difficulty with one, some or all of the different categories of SEND at different times of their lives.

What can I expect to see at Roecliffe if my child has Special Educational Needs?

We provide an inclusive curriculum where every child, regardless of their needs and abilities, accesses a rich and varied curriculum.

The progress and attainment of pupils in our school is carefully monitored throughout the year and other aspects of childhood development are also taken into consideration. Interventions, 1:1 or in small groups, are delivered to children who need extra support in a particular aspect of their learning and this may be short term or longer term. Sometimes, accessing an intervention means that a child is able to secure understanding and makes accelerated progress and no longer requires intervention. Sometimes a child is not able to secure the learning whilst receiving an intervention and requires more support in order to make progress.

If a class teacher feels that a child is not making expected progress, the class teacher will schedule a meeting with parents/ carers to discuss their child's needs. The class teacher will complete a school Identification Form which records the child's emerging needs. A Pupil Profile will also be completed by the class teacher and this is a pupil voice activity which records the child's thoughts and feelings about their strengths and difficulties at school.

Following these discussions, if it is felt that a child would benefit from additional and different support or provision, the teacher may discuss it with the SEND lead before deciding on the best course of action for a child.

The school will use screening tools if they are appropriate which may provide further information about a child's needs.

The child will then be placed on the school's SEND list to identify them as a child with SEND and needing additional and different support. This may be short or longer term provision. A referral to an outside agency will be discussed if this is appropriate at this stage.

A Support Plan is produced by the class teacher and this identifies:

- The specific need(s) / barrier to learning faced by your child
- Assessments which have supported the identification of the need
- Parental feedback and child voice
- Information provided by external agencies
- Clear outcomes for your child's progress
- A plan for additional and different support or provision
- Agreed actions of school staff and parents / carers
- Information regarding how and when targets will be assessed

The impact of the Support Plan will be monitored and is reviewed and updated at least every term (or earlier if necessary), taking information for this from the child, the class teacher and support staff, assessments and parents/ carers where appropriate. Our school follows the 'graduated approach' to meeting a child's SEN needs. The graduated approach is a 4-part cycle of: assess, plan, do, review. As a part of the planning stage of the graduated approach, the class teacher will set outcomes that we want to see a child achieve.

When the class teacher identifies a child's needs and puts in place extra support and / or provision, this may be in the form of:

- Small group work around a specific learning need so a child can make rapid progress
- Specialist programme of support around a learning or an emotional need
- Additional and different resource which provides learning/ emotional support
- A parallel curriculum developed with specialist support
- Support from outside of school, e.g. Speech and Language Therapy (SALT), SEND Hub team, Communication & Interaction Support (C&I), Early Years Advisory Team (EYAT), Early Help Team, Educational Psychologist (EP)

The staff keep parents/ carers informed about a child's progress and this could be through:

- Parents' consultation meetings
- Meetings with the class teacher to review the child's Support Plan
- Annual Review meetings for children with an EHCP
- Early Help Plan meetings
- Annual reports

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Pupil voice responses
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care plan (EHCP))

SEND List

We keep a register of children who are receiving additional and different support and / or provision. This is known as the SEND List. The SEND list is reviewed monthly and children are only on this register when they are receiving additional and different support. When the targets have been achieved, and additional support is no longer required, the child will be removed from the SEND List. The SEND Lead monitors provision for pupils with SEND and liaises with staff to ensure that provision matches the child's needs.

Some children will be on the SEND List only for short periods of time, where children with more complex needs, may be on the SEND List and receiving additional and different support for much of their time at Roecliffe CE Primary School.

We are constantly reviewing the type of additional and different support / provision provided in school to ensure that it is providing the intended impact. Staff in school are quick to spot when support / provision is ineffective and will adapt and change this as necessary.

How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will use adaptive teaching to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Use of technology
- Use of additional adult support when required.

We may also provide the following interventions:

- Sensory Circuits
- Rapid Catch Up (Phonics)
- Precision Grid
- Additional Reading (or additional blending practice)
- Fine Motor activities
- Fluency Bee (White Rose maths)
- Focussed group work

Training for staff

We use digital resource websites such as National College and NASEN and collaborate with SEND partners and colleagues at NYES and within LDLT to access resources and training on SEND. For example:

- How to identify children with SEND
- Understanding our legal duties
- De-escalation training
- Supporting pupils with ASD
- Support for pupils with specific language difficulties
- Support for pupils with processing difficulties
- Implementing the LDLT systems and documentation for early identification of need and provision of support, Supporting pupils in maths using representations and manipulatives

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. The staff work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Doctors and Paediatricians
- Educational psychologists
- Occupational therapists
- School nurses
- Early Help Support
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Child Development Centre (Harrogate Hospital)
- Social Care
- Healthy Child Team
- Occupational Therapy
- Speech & Language Therapy
- Young Carers
- Phoenix Health & Wellbeing Service
- IDAS Domestic Abuse Support
- North Yorkshire SEND Hubs Specialist Teachers for: Communication & Interaction, Cognition & Learning, Social, Emotional and Mental Health, EYFS

How will the school resources be secured for my child?

The school budget that is received from the Local Authority includes money for supporting pupils with SEN. The Headteacher and School Business Manager then decide on the budget for SEN in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' high needs funding for pupils with higher level needs.

We use our SEN funding in the most appropriate way to support your child. This support may include some individual or small group support, for example, small intervention groups. Funding may also be used to pay for support from outside services or to purchase specialist teaching equipment and resources as needed, which may include additional staff. There are regular meetings to monitor the impact of interventions and SEN provision.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our admission arrangements for pupils with SEND are the same as for every child in school. However, if special provision needs to be made (for example due to a physical or medical need) then a meeting with parents (and specialist services if appropriate) will be sought in the first instance to ensure that school is fully prepared to meet the child's needs. If a child with an Education Health Care Plan (EHCP) is transferring to us, then we will seek advice from other professionals and consult with the Local Authority SEND Team to ensure our school can fully meet their needs.

How does the school support pupils with disabilities?

- Accessibility plan (DDA) available to view via our website <https://shn.npcat.org.uk/policies/>
- Individual Pupil Support Plans
- Medical Risk Assessments
- Training to support specific conditions such as diabetes and allergy issues.

How does the school provide additional support for pupils to progress in their emotional and social development?

The school will complete referrals to the appropriate agency such as Compass Phoenix or Emotional Health and Resilience Team at the Healthy Child Team and to the Local Hub provision where appropriate.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

- Between year groups whilst at primary school

Transition from each year group throughout a child's time at Roecliffe is supported so that the child has met their new teacher and spent time with their peers in the new class and all relevant and important information about the child is transferred from one teacher to the next to ease transition.

- Between schools

When your child is moving on from our school, we will pass on the SEND information which you want us to share with the new setting. We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. We work in partnership with secondary schools to provide an enhanced level of transition for those pupils who we feel would benefit from this. This may take the form of additional visits for pupils.

What support is in place for looked-after and previously looked-after children with SEN?

Our SEND lead, Lesley Briggs, will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

If you feel unhappy with the provision your child is getting or have concerns, we encourage you to come into school and speak to our SENCO, Lesley Briggs. A detailed copy of our complaints procedure is highlighted in our complaints policy found on our website.

We would like to assure parents that we only want the best for our children with SEND and so if you do have any concerns/complaints please do come and speak to us ASAP.

Contact details:



01423 322302



lesley.briggs@roecliffeschool.co.uk

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at North Yorkshire's local offer.

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

SENDIASS North Yorkshire is a service for parents and carers of young people aged 0-25 with special educational needs and /or disabilities (SEND) as well as young people themselves. It is impartial, which means it is not biased and gives confidential information, advice and support that is arms length to the Local Authority. <https://sendiassnorthyorkshire.co.uk/>

Quick links to support parents

The North Yorkshire Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care - <https://www.northyorks.gov.uk/send-local-offer>

SENDIASS: (Special Educational Needs and Disability Information, Advice Support Service)
 The Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people – <https://sendiassnorthyorkshire.co.uk/>

Glossary of terms

Access arrangements	Special arrangements to allow pupils with SEND to access assessments or exams.
Annual review	An annual meeting to review the provision in a pupil's EHC plan
Area of need	The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
CAMHS	Child and adolescent mental health services.
Differentiation	When teachers adapt how they teach in response to a pupil's needs.
EHC needs assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
EHC Plan	An education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
First-tier tribunal/SEND tribunal	A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Outcome	Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
Local offer	Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
SENCO	The special educational needs co-ordinator.

SEN(D)	Special educational needs (and disabilities).
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND.
SEN support	Special educational provision which meets the needs of pupils with SEN.
Transition	When a pupil moves between years, phases, schools or institutions or life stages.

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