



ROSEBROOK PRIMARY SCHOOL

SEND Information Report

DRAFT

Policy implemented:	
Approved by Governors :	
Next Review Date:	

Rosebrook Primary School SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The Stockton local offer can be found at:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

This is what we provide at Rosebrook Primary School-



What kinds of SEN are provided for in your school?

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs where ever possible.

The school is an enhanced mainstream provision for 'Communication and Interaction'. The EMS classes cater for children who have communication and interaction difficulties.



What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

SENCO- Mrs Vicky Green

Contact details- vicky.green@rosebrookprimaryschool.org.uk or 01642 677985

Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information will be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This will include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.



What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

At Rosebrook we communicate regularly with parents and parents can meet with class teacher and/or SENCo as regularly as required.

Teachers will meet with parents formally once a term, to discuss how well their child is doing. We listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of you and your child's hopes, personal goals and interests.

This will allow us to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.



What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

At Rosebrook Primary School we obtain the views of all children (pupil voice) to shape provision in school. Rosebrook has an active school council which children with SEND are represented through. The school council meet regularly throughout the year and they gather children's views and opinions on a wide range of aspects of school life.

Throughout the year leaders within school conduct pupil voice sessions on different aspects of school life and within these children with SEND are represented.

It is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible.



What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

At Rosebrook Primary School we have high aspirations for all pupils including those with SEND. We monitor all children closely to ensure they are making good progress both against the national curriculum requirements and with their personal targets.

All class teachers meet with members of the senior leadership team for a 'pupil progress meeting' following each assessment window. During these meetings progress of children is scrutinised and any child who is not making progress in line with what is expected is picked up and support put in place where necessary. In addition to these meetings, year group teams meet with the SENCo to specifically discuss children with SEND.

Children with SEND all have an individual provision map which outlines their progress, both against the national curriculum in line with the schools assessment policy and against any personal targets and the assessments used associated with these.

Progress is discussed with all parents during parents evenings and where children have provision maps their progress is discussed within a separate meeting.

If a parents ever have a concern about how their child is progressing all class teachers welcome them to come into school to discuss their concerns and any actions that needs to be taken.



What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

At Rosebrook Primary School we work in line with the Stockton transition guarantee. This is a framework that all primary and secondary schools in Stockton work to aid transition between primary and secondary school. Information on this can be found at- <http://stocktoninformationdirectory.org/kb5/stockton/directory/advice.page?id=E63eqYay-24>

If a child with SEND moves to another school within the primary phase staff involved with the child liaise closely with members of staff at the new school and all relevant paper work is shared ahead of the move to ensure that there is time for clarifications to be sought prior to their move.

Children at Rosebrook receive as much transition work as is necessary.



What is your School's approach to teaching children and young people with SEN?

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers.

Every classroom at Rosebrook Primary school has teaching assistant support for at least reading, writing and maths. Most classrooms also have teaching assistant support for foundation subjects.

There may be occasions when we feel that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

At Rosebrook we use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes.

We will explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.



What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Rosebrook Primary School has produced whole school provision maps that detail all of the adaptations that are made for the four areas of SEND. These maps can be found at- [link to be added here](#)



What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

All staff at Rosebrook receive regular training to enable them to meet the needs of a range of SEN. This training is both delivered by the staff within school and delivered by external providers either in school or off site.

As a school, we make good use of our SEN funding to meet a range of need. However, if a pupil has particular needs and we have exhausted our repertoire, specialist support is sought promptly.

As a school we are an Enhanced Mainstream School for communication and interaction and therefore have a lot of staff for whom this is their area of expertise.



How do you evaluate the effectiveness of the provision made for children and young people with SEN?

All children with SEND access the curriculum and are assessed in line with the schools assessment policy. Progress made against the curriculum is assessed through formal assessment and these results are shared with parents at parents evening and in school reports. If any parents would like information in addition to what is provided at this meeting they are welcomed to meet with the class teacher.

Children who are participating in any intervention or and receiving additional support will be assessed further. Every child is assessed using an appropriate method prior to an intervention taking place and then assessed regularly throughout (every six to eight weeks) to ensure that progress is being made. If progress is not being made or it is deemed to be slow then the provision provided will be changed. These additional assessments are noted on children's individual provision maps and are discussed with parents when these maps are shared and reviewed.



How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

All children are welcomed to take part in extracurricular activities and all clubs provided are very popular.

All children take part in school trips and where required extra adults attend to make this an enjoyable experience for all.

Children with SEND are represented in every aspect of life at Rosebrook Primary School.



How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

At Rosebrook Primary School there are a wide range of interventions that take place that support children's self-esteem and their emotional wellbeing e.g- nurture groups and lego therapy sessions.

We have a clear anti-bullying policy in school and a behaviour policy which runs alongside it. The school council ensure that children's views are taken forward and we regularly seek the children's opinions.



How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

As a school we work very closely with a variety of outside agencies including the educational psychologists, the speech and language therapist and counselling services.

Support from other agencies is able to bring a more specialised perspective to the child's development and well-being and can bring about a positive change for the child.

Outside agencies would not become involved with a child without the consent of the parents so a discussion would always take place between the teacher/SENCo and parents before they became involved.

After an assessment is carried out by a specialised teacher their role may vary depending on the needs identified. This could range from strategies for the class teacher to develop in class, strategies for a teaching assistant to implement or the specialist teacher coming into school to deliver an intervention themselves.



What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We have a clear complaints policy in school which can be found at- <http://www.rosebrookprimary.org.uk/policies/> or requested at the school office. All complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.

DRAFT