



Rocliffe CE Primary School

# SEN – Information Report

2016 - 2017

### **1. What kinds of SEN does Roecliffe provide for?**

Special educational needs falls under 4 categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and /or physical

Roecliffe Primary School is a fully inclusive school, which welcomes a broad range of needs. We ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

### **2. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO.**

If you feel that your child may have SEND then we will observe them closely and assess what difficulties and challenges they may have. We will share this with you and involve you with the support we are giving them. We have many assessments in school which are a good starting point to assessing your child's needs. These results are discussed with:

SENCO: Miss Hannah Clarke- E [admin@roecliffe.n-yorks.sch.uk](mailto:admin@roecliffe.n-yorks.sch.uk)

T 01423322302

SEN Governor: Mrs. Colette Walker- T 01423322302

### **3. How will we communicate with you as parents about your child's education?**

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, School/Home communication books, provision map discussions, progress reviews and yearly written reports. Our SENDCO is given weekly non-contact time (in addition to PPA time) where parental drop-ins are offered. In addition to this, Parents are

encouraged to make appointments at both theirs and the SENDCO's earliest convenience. In addition to the above we also communicate through:

- ✓ Weekly newsletters
- ✓ Launch and Landing pad days in relation to the current Theme
- ✓ Regular website updates for each Class
- ✓ Celebration assembly every Friday
- ✓ Differentiated and manageable homework

At Roecliffe School, parents have an approachable and welcoming relationship with parents and are encouraged to visit the class teacher and/or SENDCO by appointment or informally.

#### **4. What are the arrangements for consulting children with SEND and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. These targets are recorded on their PLP's which are evaluated every 6 weeks. Evidence (through class and home work) is found for achieving their targets and new targets are then set with the parent, Class Teacher and SENDCO. At Roecliffe School we have a nurturing approach which enables every student to be fully immersed in school life. Children, including those with SEND, are given the opportunity to take on different roles and responsibilities within school. For example: School Council, Sport Council and Playtime monitors.

#### **5. What are the school's arrangements for Identifying, assessing and reviewing progress of children with SEND?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making, at termly pupil progress meeting. Pupil progress meetings and discussion are held every term from which we track and identify children who are not making expected national progress. Interventions and/or support programmes are then implemented and monitored to ensure that the child makes accelerated progress. Children with every type of need are supported at our school and we make every effort to ensure that every child makes good progress and is well prepared for their future learning. Need may be

identified by the class teacher, teaching assistant or parent. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs

The school's system includes reference to information provided by

- Early Year Foundation Stage profile results
- National Curriculum descriptors for the end of a key stage
- Progress measured against P levels descriptors
- Screening and assessment tools provided by external agencies
- Observations of behavioral, emotional and social development
- An existing statement of SEND or Educational Health Care Plan
- Another school or Local Authority which has identified or has provided for Additional Educational Needs

The Head teacher meets teaching and support staff from each class for Pupil Progress meetings each term to discuss pupil progress. The SENDCO is consulted if children are identified as not making expected progress and a meeting is arranged with parents, class teacher and SENDCO to discuss concerns. Once parents have been consulted a decision is made on next steps and level of support.

## **6. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

We recognise that transition between phases and settings can be difficult, and so welcome opportunities for the child and parent to have supported visits to the new situation. Correspondence between the secondary school and SENDCO will take place and other additional routine induction visits can be arranged. When moving classes, we ensure that class teachers have handover meetings between one another. All children visit their new classroom for at least 1 whole day. Where the child has SEND, then other strategies will be put in place. For example: a transition picture book to help with settling in.

## **7. What is the school's approach to teaching children with SEND?**

We are a fully inclusive school, with a fully trained staffed and areas of Provision. This ensures that all pupils achieve to their full potential; this may be through differentiation, small group work or through 1 to1 teaching. The school provides various interventions/support that meet the individual needs of the children (See Whole School Provision Map for individual interventions in the Local Offer). Children who may require higher levels of support have access to appropriately trained support staff. Staff are regularly trained in different SEN areas in order to support an individual.

### **8. How does the school adapt the curriculum and learning environment for children with SEND?**

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. Children who are identified as having social and emotional barriers to learning, take part in interventions such as social skills groups to enable them to successfully integrate back into whole class lessons enabling them to make effective progress. Children receive their interventions in areas which are fully resourced to meet the needs of the children.

### **9. How is extra support allocated to children with SEN, including staff training and expertise plus that of outside agencies?**

The SENDCO's job is to support the class teacher and oversee PLP's and targets for children with SEND. The SENDCO, teacher and support staff attend training run by outside agencies that is relevant to the needs of a child with SEND. The Head Teacher and SENDCO regularly discuss the information they have about the needs of pupils with SEND including children who receive are requiring extra support as well as what resources and training are needed.

### **10. How do we evaluate the effectiveness and the provision made for children and young people with SEN?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly pupil progress meetings.

### **11. 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?**

At Roecliffe, we provide a huge range of opportunities for all of children. All lessons are differentiated and where necessary supported with an additional adult. All of our teaching assistants are fully trained to support in class and at playtimes and lunchtimes too. We have a range of after school clubs which are available to all of our children irrespective of their gender, ethnicity, SEN or disability.

**12. What support is available for ensuring the emotional and social development of pupils with SEND?**

Children take part in social skill groups directed by an adult in school. The school fully embraces outside support such as after school therapy groups.

**13. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?**

In order to meet the individual needs of a child, the school will work with and seek advice from an educational psychologist, advisory teacher for behaviour and learning, speech and language therapist or health colleague to support the child's academic and social progress.

**14. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the Head teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head teacher, the parent would be directed to the school's complaints procedure.

**Addition and helpful information:**

**What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32?**

For all enquiries please phone North Yorkshire County Council and ask for the relevant department.

North Yorkshire County Council  
County Hall  
Northallerton

North Yorkshire  
DL7 8AD

01609 780780

**Where is the Local Authorities Local Offer published?**

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>