

SEND Information Report (contributing to Norfolk's Local Offer)

Rosecroft Primary School 2019- 2020

This report includes the school's Special Educational Needs and Disabilities (SEND) Policy. We are committed to working together with all members of our school community. This report has been produced and reviewed with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our report.

Who to contact

Below is a list of people to contact. You can contact these people by phoning the school office on **01953 453127**. The SENDCo is the school Special Educational Needs and Disabilities Co-ordinator.



SENDCo: Katherine Thomas



Assistant SENDCo: Marie May

Mental health champion: Luke Rhodes

Head Teacher: Rhiannon Price

SEND Governor: Emma Lloyd

Chair of Governors: Helen Wardale

How we supported learners in 2018-2019

Our profile

Our profile for 2018-2019 showed that we had 9.58% of children identified as having SEN and 1.94% had an EHCP (Education, Health and Care Plan). In 2018-2019, we supported learners with needs in the following areas; communication and interaction, cognition and learning, sensory and physical disabilities and social, emotional and mental health difficulties.

Our staff are experienced at supporting learners with a wide range of needs, including Autistic Spectrum Disorder, ADHD, Physical Disabilities, Global Developmental Delay, Speech and Language difficulties, Hearing Impairments and Social, Emotional and Mental Health difficulties.

In 2018-2019 our school supported learners by working with the following outside agencies:

Outside agency	Role of agency
The Benjamin Foundation	A counselling service commissioned by the school. A counsellor works with individual children and is also available to offer advice and support for parents.
Educational Psychologists	Educational Psychologists work with individual children, undertaking assessments and then giving advice and support to parents and the school. They also provide training for school staff. Some visits were commissioned by the school (Willow Tree Learning) and some commissioned by the local authority (EPSS).
Autistic Spectrum Disorder Advisory Service	This service is partly commissioned by the local authority (EPSS). Specialist advisory staff give advice on how to meet the needs of learners with ASD.
Social, emotional and mental health Advisory Service	This service is offered by the local authority EPSS for schools to commission. Specialist advisory staff give advice on how to meet the needs of learners with social, emotional and mental health difficulties.
Speech and Language Therapists	An NHS service, run by East Coast Community Health Care, working with individual children and providing feedback to parents and school.
Sensory Support	A service commissioned by the local authority, providing specialist teacher support, training and equipment, to support pupils with sensory impairments.
Occupational Therapists	An NHS service, providing equipment, advice and training. The school have also worked with a private sensory occupational therapy service (SENSi), who have delivered training for staff and support for individual learners.
Physiotherapists	An NHS service, providing advice and support for schools.

Access Through Technology	A service commissioned by the local authority, providing equipment such as laptops and I-pads for learners with SEND. They also provide training and advice for school.
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In 2018-2019, staff training included:

- Thrive (an ongoing whole school program supporting children’s social and emotion aspects of learning)
- Using computer software (Clicker 7) to support learners with SEND
- STEP On training (de-escalation strategies for children with complex, challenging or high risk behaviours)
- SENSI training courses (sensory processing and attachment) delivered by an Occupational Therapist
- Mental health champion training
- Attention Autism (a training course on supporting learners with ASD with attention and listening skills)
- Various medical training and first aid
- Various staff training – supporting children with dyslexia, working memory activities, fine motor skills

In 2018-2019, support for learners included:

- Thrive sessions (individual and small group sessions, supporting children’s social and emotion aspects of learning)
- Benjamin Foundation counselling
- Individual speech and language support with our 3 ELKLAN trained teaching assistants
- Talk Boost small group work (speech and language support)
- Small group and individual support in phonics and maths
- Personalised support and resources for individual learners with high levels of need
- Use of our sensory room

Facilities

In January 2018, we moved in to our new, purpose built school building. The building has good acoustics, which helps us to support learners with Hearing Impairments. Our school is on one level and has good access for pupils with disabilities. The corridors are wide and we have a range of accessible toilets, one of which has specialist facilities including a tracking hoist. We were also fortunate to receive a grant from a local organisation that has enabled us to install a sensory room on site.

If you would like to know more about our facilities and the support we can provide for individual learners, please contact the SENDCo or Head Teacher.



Funding

Rosecroft Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. The amount of funding we received for 2018-2019 was £92,065. We also received an additional £37,324 of 'element 3' funding which goes towards supporting the needs of children with high levels of SEN.

SEN budget 2018 - 2019	
Allocation £ 92,065	
Exceptional needs and element 3 funding £37,324	
Total: £129,389	
Area of spending	Amount spent
SEN salaries – staff to support high need children	£103,422
Contribution towards SEN salaries – staff to organise and run interventions including Thrive, small group and individual speech and language, phonic and maths sessions. A contribution is also made from pupil premium funds where appropriate.	£72,735
Commissioning 'Willow tree learning', Educational Psychology services	£1750
Specialist resources	£432
Total:	£178,339

Including and supporting learners with SEND

How we identify SEND

At different times in their school career, a child or young person may have a special education need. We aim to identify these needs as early as possible. We identify children with SEN as those who have difficulties with learning, which are significantly greater than other children of the same age or who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

We define the areas of difficulty as those identified by the Code of Practice as:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

Some children have a disability. These children may not necessarily have SEN, although there is a significant overlap between disabled children and those with SEN. [The Equality Act 2010 has a definition of disability.](#)

Inclusion – our approach to teaching pupils with SEN

We aim for every child to achieve their personal best through exploration, discovery and creativity. Our full Educational Aims and Values can be found on our website. We value the abilities and achievements of all our pupils, and are committed to providing for each pupil the best possible learning environment.

Inclusion is the process of taking steps to ensure that every child and adult is given an equal opportunity to develop socially, to learn and to enjoy school and community life. We aim to create a learning environment which is flexible enough to ensure that every child fulfils their potential. We aim to achieve maximum inclusion for all our pupils whilst meeting pupils' individual needs. We do not tolerate discrimination towards anyone and have measures in place to prevent bullying of any kind. Our anti-bullying policy is incorporated into our behaviour policy, which can be found on our website.

Parental perspective

When producing this report we consulted with a representative group of parents. We asked these parents how our school supports children with SEND. These parents said that 'the school is very welcoming and are always willing to help or support with discussing any

issues, be it personal or educational'. Further parental comments can be found on our [website](#). We also asked representative parents for links to any websites that they have found useful. These links can be found on the [SEN and Disabilities page](#) of our website. In 2019, parents of children with SEND attending our school were asked to complete a questionnaire, 10 of these parents responded.

Of the questions that were completed;

90% felt that they had been given enough information on how the school support their child's needs

90% felt that their child received the right level of support

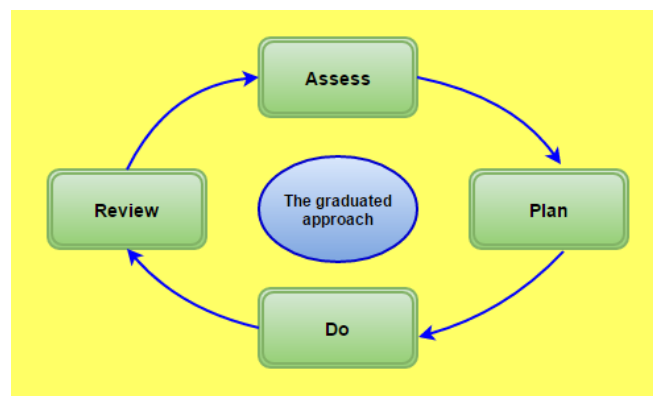
90% were generally satisfied with the arrangements for meeting their child's needs

100% felt their child was fully included in all activities in school.

The feedback was greatly positive and responses to what we are doing well to support individual pupils included; 'good communication from class teachers', 'providing my child with access to an appropriate curriculum level', 'teaching assistant support', 'listening to requirements', 'being flexible and accommodate when needs change'.

Assess, Plan, Do, Review

We follow the graduated approach of 'assess, plan, do, review', working closely with pupils and parents at each stage.



As part of this cycle, some children may have a one page profile. These are used to ensure all the adults working with the child know how best to support the pupil. One page profiles are written and reviewed together with the input of the child, their parents and their class teacher. Short term targets are also attached to these profiles.

Assess

We ensure that assessment of educational needs directly involves the learner, their parents/carer and the class teacher. The SENDCo is also available to provide support identifying barriers to a pupil's learning. We have a range of assessment tools that we use within school; however, for some learners we may want to seek advice from specialist teams. These include Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Physiotherapists.

Plan and do - Supporting learners

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies and resources to adapt access to the curriculum, for example:

- Differentiated teaching and small group work
- Computers, tablets or other recording devices
- Resources to support learning (sound charts, coloured overlays, visual prompts etc)
- Social stories
- Visual timetables

The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

Additional support and interventions include:

- Thrive sessions
- Individual speech and language support with an ELKLAN trained teaching assistant
- Talk Boost (small group speech and language support)
- Small group and individual support in phonics and maths
- Personalised support and resources for individual learners with high levels of need
- Access to more specialised equipment or adaptations to the learning environment
- Individual behaviour plans

Review - Monitoring Support

The progress of all learners is closely monitored by teachers, senior leaders, the Head Teacher and Governors. The SENDCo monitors the impact of support for pupils and interventions to ensure high quality provision. This is also monitored by the Head Teacher and SEND Governor. For children that require a one page profile, the profile and attached

targets are reviewed with pupils and their parents at least 3 times per year. Children with an EHCP will have an annual review involving parents, the SENDCo, the class teachers and external agencies. Children always have the opportunity to contribute their views to the annual review. Where appropriate, we also encourage children to attend the annual review meeting. We encourage all parents to maintain regular contact with their child's class teacher.

Extra-Curricular Activities

We believe that all learners should have the same opportunity to access extra-curricular activities. The activities currently available can be found on our [website](#). The children of Rosecroft Primary School have also written their own [report](#); sharing their after school interests with you, which may encourage you and your child to try something different. This report can be found on our website.

Our website also contains a list of [activities, clubs and groups](#), recommended by parents of children with SEND.

Transition and transfer

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving to another school. Whenever any pupil transfers to another school, including special schools, the home school will pass on all relevant information. In addition, for pupils with SEND, there will also be dialogue between the class teacher and/or SENDCo and /or head teacher and a senior member of the other school's staff. If you are concerned about transition or transfer, please speak to the SENDCo or Head Teacher to enquire about the additional measures we can put in place to ensure a smooth transition. This might include extra visits to a new school or producing a book with photos of your child's new school / classroom and teachers.

Concerns and complaints

There may be times during your child's time in this school when you have a concern. You are always welcome to speak to Mrs Thomas or Mrs May. No worry is too small for us to take notice of. Please ask at the school office if you would like to see Mrs Thomas or Mrs May, or call the school number, 01953 453127 to make an appointment. Should you need to make a complaint, our [complaints policy](#) is available on the school website.

Useful Links

Our school website can be found at www.rosecroft.school
Lots of useful links can also be found on the [SEN and Disability page](#) of our school website.

Many of these links have been recommended by the parents of children who have special educational needs and attend our school.

Information about the support available for all parents can be found on the [Supporting Parents page](#) of our website.

This report outlines what our school can offer for pupils with SEND. For information about how the Norfolk Local Authority can support children with SEND then visit the [Norfolk Local Offer](#).

You can read more about how schools must and should support learners with SEND in the government document: [SEND Code of Practice for children aged 0-25](#).

