

## SEND Information Report (contributing to Norfolk's Local Offer) Rosecroft Primary School 2021 - 2022

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: Allison Barker  
Assistant SENDCo: Marie May (Maternity Leave)  
Executive Head Teacher: Gayle Long  
SEND Governor: Andrew Severn  
Chair of Governors: Will Betts

## How we supported learners in 2020 - 2021

Our profile Our profile for 2020-2021 showed that we had 13.44% of children identified as having SEN and 1.10% had an EHCP (Education, Health and Care Plan).

	Rosecroft Primary School	National Average
SEN Register Total	13.44 %	14.9%
EHCPs	1.10%	3.1%
SEN Support	13.07%	11.8%

In 2020 - 2021, 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 2020 - 2021 our school supported learners by working with the following outside agencies:

Outside Agency	Role of Agency
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.
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. Training is also provided for school staff.
Occupational Therapists	An NHS service, providing equipment, advice and training
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.

In 2020 - 2021, staff training included:

- Thrive (an ongoing whole school program supporting children's social and emotion aspects of learning)
- STEP On and STEP Up training (de-escalation strategies for children with complex, challenging or high risk behaviours)
- Supporting learners with attachment disorders
- Understanding Autism and ADHD
- Supporting learners with speech, language and communication needs
- Various medical training and first aid
- Various staff training - supporting children with dyslexia, understanding the code of practice, producing quality one page profiles

In 2020-2021, support for learners included:

- Thrive sessions (individual and small group sessions, supporting children's social and emotion aspects of learning)
- Individual speech and language support with our 3 ELKLAN trained teaching assistants
- 'Time to talk' programme for children in Reception
- Sensory circuits
- Small group and individual support: phonics, maths, fine motor skills, memory, spelling, reading
- 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.



## Funding (Financial Year 2019 - 2020)

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 2020-2021 was £104,378. We also received an additional £32,793 of 'Element 3' funding which goes towards supporting the needs of children with high levels of SEND.

SEN budget 2019-2020	
Allocation £ 104,419	
Exceptional needs and EHCP funding £61,616	
Total: £171,034	
Area of spending	Amount spent
SEN salaries - staff to support children who have a high level of need	£103,232.65
Contribution towards SEN salaries - staff to organise and run interventions including Thrive, small group and individual speech and language, phonic and maths sessions. Contributions are also provided from pupil premium funding where relevant.	£64,238.65
Commissioning 'Willow tree learning', Educational Psychology services	£1750
Specialist resources including Thrive online	£1783
Total	£171,034.39

# 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 SEND

We aim for every child to achieve their personal best through exploration, discovery and creativity. 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. Our 'Accessibility Plan' (found on the SEND page of our website) details the steps we are taking to increasing the extent to which disabled pupils can participate in the curriculum, improve the physical environment and improve the availability of accessible information to disabled pupils. Our 'Equality Objectives' (found on the SEND page of our website) detail how we are taking steps to promote equality (including the prevention of the less favourable treatment of pupils with disabilities).

## Parental perspective

When producing this policy 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

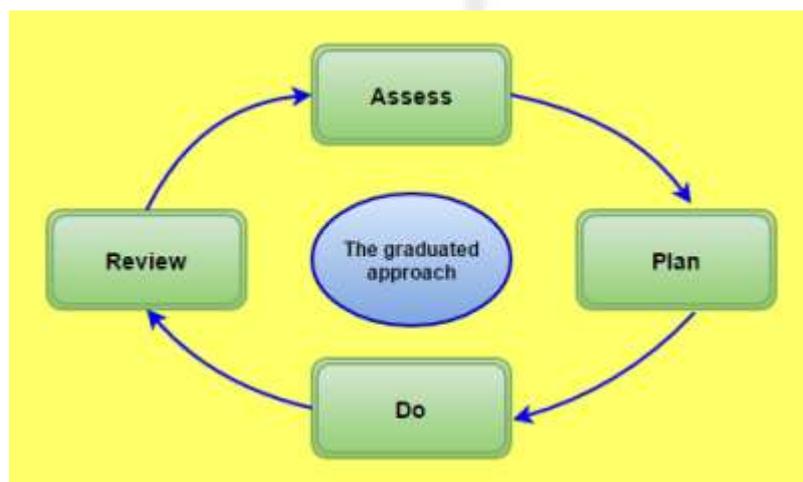
90% were generally satisfied with the arrangements for meeting their child's needs

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.

## Admissions

The school admission policy can be found on our website. If your child has SEN or a disability and you are considering applying for a place at Rosecroft school or Rosebuds nursery, you are very welcome to contact the SENDCO with any questions you may have.

## 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 Barker 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 Barker 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](http://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.