

What our school can offer.

The Special Needs Information Report Parent's questions & answers

Who are the best people to talk to at Rosley about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with the school Special Educational Needs Co-ordinator (SENCo – Miss Wilson). You may wish to arrange a meeting with Miss Wilson through the school office.

How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- Miss Wilson (SENCo) may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Rosley we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

How does Rosley ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Rosley we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- Individual training can also be arranged when necessary.

How will the curriculum and school environment be matched to my child's needs?

- At Rosley we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- If your child has an identified special educational need, your child will have an Individual Education Plan (IEP) showing his/her targets.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Rosley regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The IEP, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

What types of support may be suitable or available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**
 - At Rosley we have a 3 tiered approach to supporting a child's learning.
 - Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
 - Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.
 - Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school will need to prioritise referrals to these services.

What is an EHCP and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will;

- contain the views and aspirations of you and your child,
- contain a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school, usually the SENCo (Miss Wilson) can request that the local authority conducts an assessment of your child's needs. This may lead to an EHC Plan.

How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCO (Miss Wilson) may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You will have an opportunity to meet with other professionals involved in supporting your child.

How is support allocated to children and how do they move between the different levels of support in school?

- Rosley receives funding from the Local Authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The SENCo (Miss Wilson) monitors the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes and IEP targets.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support, including setting IEP targets.

What support will there be for the happiness and well being of my child?

- At Rosley we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching/learning support assistants and SENCo (Miss Wilson) are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

How is my child included in all the same activities as his/her peers at school?

- Rosley is an inclusive school and committed to providing equal opportunities for all children.
- Educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

How will Rosley support my child in transition stages?

- We liaise as closely as possible with the school or nursery your child is transferring from to identify any individual needs and how best to support your child in school.
- While at Rosley we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Rosley makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher. Hopefully they will be able to address your concerns.
- You can then contact the SENCo/Headteacher - (Miss Wilson) who will seek to resolve your concerns and may direct you to the school's Complaints Policy and procedure, if necessary.

If I have any other questions about my child at Rosley School, who can I ask?

At Rosley we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher (Mrs Watts, Mrs Pow, Mrs Hayton, Mr Armstrong or Mrs Tinniswood)
- The SENCo / Headteacher (Miss Wilson)

Roles and Responsibilities

The Co-ordinator for SEND is Miss Wilson

The Governor responsible for SEN is Mrs Sarah Keane (Parent Governor)

The Co-ordinator's role:-

- ❖ Take responsibility for the day to day operation of provision made by the School for pupils with SEND.
- ❖ To play a key role in developing the strategic direction and development of SEND provision within the school, contributing to Staff meetings and the school development plan.
- ❖ Meet regularly with staff and governors to discuss effective use of resources, advising on the level of resources required to maximise the achievement of pupils with SEND.
- ❖ Provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils. To lead regular staff INSET.
- ❖ Ensure that the school's SEND register and provision map are updated regularly.
- ❖ Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, liaise with them and ensure that report recommendations are implemented.
- ❖ Devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact.
- ❖ Develop and maintain effective working relationships with parents to promote pupils' learning.
- ❖ Support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Individual Education Plan (IEP) targets, and agree specialist provision.
- ❖ Organise the deployment of resources and monitor their effectiveness.
- ❖ Train and support teaching assistants to carry out planned intervention programmes.

- ❖ Monitor the implementation of IEPs and the teaching and learning for pupils with SEND, using the analysis to guide further improvement.
- ❖ Monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings (held three times per year).
- ❖ Analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods.
- ❖ Apply for Statements/Education, Health and Care plans (EHC Plans).
- ❖ Convene and chair annual reviews of those children with a Statement of SEND/ECH plan.
- ❖ Keep own skills updated by reading, researching and attending INSET/courses on SEND.
- ❖ Know how to recognise and deal with stereotyping in relation to disability or race.
- ❖ Develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND.
- ❖ Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Class teachers' role:-

- ❖ Ensure 'Quality First Teaching' which includes assessing, planning and teaching all children at a level which allows them to make progress with their learning.
- ❖ Ensure the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants (TAs) or specialist staff.
- ❖ Provide a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND.
- ❖ Remain responsible for their pupils' learning when they are involved in intervention programmes.
- ❖ Identify pupils who may require special provision and to be placed on the school's SEND register (with support from the SENCo).
- ❖ Maintain the SEND file for pupils in their class.
- ❖ Write IEPs, with support from the SENCo as necessary, for pupils with SEND in their class and ask for the contribution of pupils and the contribution of their parents at parents' evening.
- ❖ Ensure IEPs are reviewed with the parents and child three times a year.
- ❖ Direct TAs to provide support for SEND pupils where appropriate and ensure they are fully aware of the pupils' IEP targets.
- ❖ Attend INSET and courses when appropriate.

The Teaching Assistants' role:-

- ❖ Support the class teacher to implement targets in pupils' IEPs and provide learning experiences relevant to the needs of pupils with SEND.
- ❖ Carry out intervention programmes planned by the SENCo and keep records updated.
- ❖ Communicate with other professional agencies involved with pupils with SEND, with the SENCo's support.
- ❖ Attend INSET and courses when appropriate.