



SEN (Special Educational Needs) Information Report

What our school can offer

Rosley C of E School is committed to meeting the needs of children with special educational needs and those with disabilities to the best of our ability.

The following information aims to cover some of the questions you may have about Rosley C of E School and covers details of what we may offer as a school.

Mrs A Drago is our Special Educational Needs Co-ordinator (SENDCo) and has gained the National Award for SEN Coordination (Postgraduate Certificate in SEN Coordination).

What kinds of special needs does Rosley C of E school provide for?

In school, we provide for many kinds of special needs:

- **Cognition and Learning**

For example, this could be a Specific Learning Difficulty (SpLD) like dyslexia. A Moderate Learning Difficulty (MLD) where a child may be having greater difficulty acquiring literacy and numeracy skills or a Severe Learning Difficulty (SLD)/Profound and Multiple Learning Difficulty (PMLD)

- **Communication and Interaction**

For example, Autism and Speech, Language and Communication Needs (SLCN) where a child may have difficulty understanding or making others understand information conveyed through spoken language.

- **Social, Emotional and Mental Health Difficulties**

- **Sensory and/or Physical Needs**

For example, Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory impairment (MSI) or Physical Impairment (PI).

These may be short term or lifelong needs.

How will Rosley C of E School know if my child needs extra help?

Children are identified as having SEND through a variety of ways, including:

- Classroom conduct, application and productivity
- Concerns raised by class teacher
- Parental concerns being raised
- Health diagnosis through an external agency e.g. GP, Paediatrician
- Pupil progress meetings, highlighting when a child is significantly below age related expectations
- Liaison with previous setting e.g. nursery
- Liaison with external agencies who have provided specialist assessments
- Senior Team/external agency involvement, assessment and observations

How will my child be supported if extra help is necessary?

The Headteacher, SENDCo and school staff oversee all support and progress of any child needing additional support.

The Class Teacher is responsible for the planning and delivery of the direct teaching of each child with SEND in their class, ensuring that they progress in every area along with their peers through Quality First Teaching.

Our curriculum is inclusive and accessible through a variety of learning styles and activities e.g.

- Alternatives to writing as a key method of recording
- Visual timetables
- Text format/size
- Peer support
- Assistive technology, such as a computer
- Multisensory ways of teaching
- Breaking up information into 'smaller chunks'
- Additional time, space, patience and support

There are Teaching Assistants that work with some children with SEND, this may be individual or in a small group depending on the needs identified by the teacher and SENDCo. This work may be in class or outside the classroom in another area of the school. The purpose and length of these sessions will be explained to parents before interventions start.

If my child is placed on the SEND Register, how will I know what is happening?

Those on the SEND register will have a Support Plan written in consultation with the Class Teacher, Support Staff and parents. This will identify the targets set by the teacher and will be overseen by the SENDCo. It will also explain the strategies used to support the teaching of those targets. The progress towards these targets is monitored weekly and reviewed termly. We aim to write SMART targets (Specific, Measurable, Achievable, Realistic targets anchored in a Time frame).

Pupils on the SEND register with an EHCP will also have an Individual Provision Map, which is monitored closely to ensure support is in accordance with the EHCP.

Is this any different for a child in the care of the Local Authority?

All children who are in the care of the Local Authority have a Personal Education Plan (PEP), which details the progress they are making and how things are going for them from an educational viewpoint. For children who are in care and also on the SEND Register we link their PEP closely to their IEP targets and funding they receive through Pupil Premium will be used to support these targets.

Is Rosley C of E School fully accessible?

Rosley C of E School is fully accessible for students and staff. We are fully committed to making sure that wherever possible the school is accessible whether their needs are long or short term. Parents and carers are welcome to visit the school.

We regularly adapt the curriculum and the learning environment to ensure they are suitable for pupils with SEND. We are committed to removing barriers wherever possible.

What sort of expertise do we have in school and will anyone from outside school be involved with my child's education?

Staff regularly attend training linked to various aspects of SEND and whole school training is regularly organised to address key issues. Staff have various training including ELSA, Autism Education Trust training, Adaptive and Quality First training.

Programmes and support we offer in school are:

- 1:1 Reading
- Precision Teaching
- ELSA (Emotional Literacy Support Assistants)
- Reading/Writing/Maths interventions specifically tailored to a child's needs
- Smart Moves

As a school we work closely with any external agencies that we feel are relevant to individual needs, these agencies include:

- Local Authority Specialist Advisory Teachers
- Educational Psychologists
- Health including GP, Paediatricians, Health Visitors, Physiotherapists and Occupational Therapists.
- Child Mental Health Services
- Speech and Language Therapists

How will Rosley C of E School allocate resources to ensure my child's need is met?

All children on the SEND register will receive adapted teaching strategies and some may have an intervention (either 1:1 or group). This time will be determined by the need of the child and will be arranged by the Class Teacher. Where appropriate, extra resources may be purchased by the school to support your child.

How will my child's voice be heard?

Pupils are involved in their own target setting and reviewing. In class, they carry out self-assessment and peer assessment. They are given the opportunity to say what support they would like, what works for them and what doesn't. Pupils are kept at the centre of all discussions and support.

What about meeting the needs of pupils with emotional and behavioural difficulties?

We work closely and openly with pupils and families to support them, providing clear boundaries and expectations and also focussing on the reasons behind the behaviours. We have experienced staff who are able to work with and support individuals and we also have excellent links with external agencies who can offer support such as the local Pupil Referral Unit.

When the time comes for my child to move on to secondary school what support will we receive?

Moving on to secondary school is a huge step and we appreciate it can be quite a stressful time for pupils and parents alike. Our aim is to make the process as smooth and worry free as possible. With this in mind, it may be appropriate for a transition program to be put in place for some of our pupils on the school's SEND Register. This may be as simple as setting aside some time to discuss hopes and worries with a trusted member of staff. However, a more extensive program may be needed by some. We are happy to discuss your thoughts about secondary school with you. We could accompany you and your child on a supported visit to a secondary school or extra supported visits for your child may be arranged.

For those children with Education Health and Care Plans secondary colleagues will be invited along to Annual Review meetings to ensure they are fully informed about your child's needs and prepared for their transition to secondary.

Transition for every child on our SEND Register will look different, but rest assured we work closely with parents and the secondary school.

How does Rosley C of E School know that they are working effectively with children who have SEND?

We monitor the progress of our SEND pupils closely, we are able to see what is working and what needs to be adapted. We have an ongoing program of monitoring.

We also try and encourage an open dialogue with parents and carers and welcome their feedback on how we are doing and very much take into account their views about what is happening in school.

What do I do if I have a concern or complaint about the provision for my child?

In the first instance, you could discuss your concerns with your child's class teacher. The class teacher may consult with the SENDCo, Mrs Drago for further involvement.

You may feel it is necessary to take matters up with Mrs Tinniswood, our Headteacher. In very rare circumstances, it may be necessary to speak with our Chair of Governors, who can be contacted through the main school office.

Details of the Local Authority's Local Offer can be found here:

<https://cumberlandsend.co.uk/cumberland-send>

For any further enquires, please speak to the school office or email Mrs Drago at sendco@rosley.cumbria.sch.uk.