



**Rossmere Primary School**  
**SEND Information Report**

Welcome to our SEND information report which is part of the Hartlepool Local Offer for learners with Special Educational Needs. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the SEND policy.

**Contact Information**

Head Teacher – Mrs Caroline Reed

Special Educational Needs and Disability Co-ordinator (SENDCO) - Mrs Paula Hassan

Vulnerable Team/Deputy Head Debbie Anderson

SEND Governor - Mrs Vivian Donnolly

Parent Support Advisor – Louise Banks

**The kinds of SEN that are provided for:**

Throughout school there are children with a variety of special educational needs including visual impairments, hearing impairments, physical difficulties, communication difficulties, social, emotional and mental health needs as well as sensory and learning needs.

	Number of children	% of children within SEND
<b>Children on SEND register</b>	<b>65</b>	<b>16%</b>
Communication and Interaction	38	58%
Cognition and Learning	42	65%
Social, Mental, Emotional Health	19	29%
Sensory/physical	18	28%
Complex needs 3 or more areas	23	35%
Dyslexic	14	22%
ASD	10	15%
	Waiting diagnosis 3	20%
<b>Boys</b>	43	66%
High Needs	17	26%
PP/SEN/Boys	28	43%
<b>Girls</b>	22	34%
High Needs	2	3%

PP/SEN/Girls	18	28%
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### **Policies for identifying children and young people with SEN and assessing their needs**

All pupils, including those with SEND, in school are assessed as part of on-going whole school monitoring procedures. Any pupil causing concern is raised in weekly meetings and followed up in termly pupil progress meetings with the senior leadership team. School support/ intervention is planned and monitored by cohort teachers. If concerns remain and progress is not evident, class teachers will request advice from the school SENDCO. Discussions and observations take place and arrangements are made to discuss concerns with parents/carers of the child. Once a pupil is identified and in agreement with parents, they are placed on the school Special Educational Need register.

Continuous assessment and monitoring takes place to ensure that all individual needs are catered for, and any outside agency referrals, for specialist support, are made.

Parents who have concerns regarding their child are encouraged to meet and discuss these with the SENDCO. Any parent who would like further assessments carried out or external referrals made can contact the SENDCO, Paula Hassan, on 01420 274608 or by email at [phassan@rossmereschool.org.uk](mailto:phassan@rossmereschool.org.uk)

### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

All parents of pupils on the school SEND register, as well as all other pupils have access to 3 parent's evenings a year where targets will be set for children using the graduated response. Parents are also invited to attend a meeting to review their child's specific needs with the SENDCO in the summer term to allow discussions for transition, reflect on the year and what needs to be targeted next. In addition to this all SEND pupils with a 'One Plan' (EHC plan) have an annual review in school with all professionals involved in their care and the Local Authority SEND officer for the school. During these meetings, target outcomes in the support plan are discussed and next steps are agreed in relation to individual pupil support and the needs of the whole child with all agencies involved. Professionals also agree any further assessments that are required and ensure that the current provision is meeting the needs of the pupil. Some children have involvement from outside agencies such as educational psychologists and speech and language and where possible we support parents to be actively involved in these meetings as well.

### **Arrangements for consulting young people with SEND and involving them in their education:**

Where appropriate, pupils with SEND are involved in their education planning. SMART targets are set half termly or more frequently if achieved. Children have an ILP (Individual Learning Plan) booklet where they can log how they are progressing towards their targets. The graduated approach ensures that the four part cycle: assess, plan, do and review process is carried out in line with the SEND code of Practice January 2015.

### **Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:**

All SEND pupils are assessed termly in line with the school's assessment policy procedures. Pupils on the SEND register receive ongoing assessment tracking linked to their specific targets. This ensures that progress is discussed and new targets are set relating to the individual child's specific areas of need.

Pupils on the SEND register who have a 'One Plan' (EHC plan) have a planned annual review with parents, all professionals involved and the local authority SEND officer. This multi-agency meeting allows opportunities for all professionals and parents to discuss progress towards target outcomes and review/revise the support plan that is in place. Where appropriate, pupils are invited in to the meeting or part of the meeting to be involved in the assessment and review process.

### **Arrangements for supporting children and young people in moving between phases of education and in preparation for adulthood:**

Pupils with SEND are supported through all stages of their education at Rossmere and when they move on to other schools including secondary school. The SENDCO and class teachers work with pupils and parents to ensure that key transitions and any movement between schools both in and out of the local authority are supported and as smooth as possible for the pupil.

#### **Entering nursery**

All children starting nursery have a visit with their parents first then if needed additional visits to nursery are planned prior to the agreed start date. We aim to ensure that all pupils are comfortable in the school environment, that all nursery staff are fully aware and familiar with individual pupil needs and that a relationship is beginning to develop with pupils and parents. This transition period is not fixed and

flexibility remains until the child and parent are comfortable with the nursery arrangements.

### **Moving between year groups and key stages**

Each year, all SEND pupils have transition visits to the next class and spend time with the new teacher and if necessary teaching assistants. Some children have a transition book that they have to take home. Meetings during the summer term are arranged for parents, current and new class teacher and SENDCo to meet to discuss transition and targets are reviewed and new targets set ready for the new class.

### **Moving to secondary provision**

Identified Year 6 SEND pupils carry out an enhanced programme of transition individualised to pupil needs with identified mainstream, additional resourced provision and specialist secondary schools. This programme begins in year 6, where meetings and observations take place at Rossmere, before regular visits to their secondary school begin. To begin with, these visits are short however they increase in time over the year. All transition for SEN pupils is planned on an individual basis between SENDCOs and is bespoke to the individual pupil. We aim to ensure a successful transition to year 7 for all pupils with SEND.

### **The approach to teaching children and young people with SEN:**

The individual needs of all SEND pupils at Rossmere are taken into account at every stage in their education. Regular assessments and monitoring informs on going teacher planning to ensure a personalised curriculum is developed. A Learning Support Teacher assesses identified children and then gives recommendations to support the child.

Some children require a personalised approach to learning and access their learning outside of the classroom some of the time. Some children need 1-1 support to be able to access their learning within the classroom, in a small group, at a workstation or outside of the classroom. Planning for this is done by the class teacher and may involve different approaches to the class such as use of different resources, visual timetables used, tasks kept short and maybe to linked to child's interests.

### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN:**

At Rossmere we strive to ensure that all pupils with special educational needs access a curriculum which is individualised as necessary to support their cognition and learning, social and emotional, communication and interaction and sensory or physical needs. Pupils on the SEND register, who have complex learning needs and are working significantly below their peers, are provided with a personalised

curriculum ensuring that their full educational entitlement is met. They do access the class for some areas of the curriculum.

Throughout school all staff are flexible in their approach to teaching children with SEND on a day to day basis and any adaptations or changes that are required during the working day take place. At times flexibility is paramount to ensure success for these pupils with SEND. There are various areas around school that have been developed for children to work in, enabling them to access their learning in an environment that is suitable for each situation.

The Forest school is used as an outdoor classroom to allow children to learn and develop in a different environment. Some children need additional support to access this space whilst others flourish.

### **The expertise and training of staff to support children and young people with SEN including how specialist expertise will be secured:**

All staff across the school have the support and leadership provided by the school SENDCO, the Vulnerable team and a very experienced senior leadership team. We have a lead SEN teaching assistant who supports SEN children and teaching assistants across the school. School has a Learning Mentor that works within school supporting children with their social, emotional and mental health.

All staff are provided with additional training as necessary to their role or through the continuing professional development policy of our school. All staff are trained in team teach to ensure de-escalation the safe handling of all children at all times.

Continuous CPD takes place with outside agencies and relevant staff in school to ensure that individual support programmes are set up, delivered, monitored and evaluated in preparation for review assessments with professionals.

### **Evaluating the effectiveness of the provision made for children and young people with SEN:**

Throughout the school year, on-going monitoring and evaluation of the SEND provision takes place by the SENDCo and by the Vulnerable Team (Deputy head, SENDCo, Parent Support Advisor and SEN governor). We are continually looking at ways to improve the provision we provide for pupils with SEND.

Rossmere Primary School strives to ensure that all pupils are treated as individuals and that all pupils are provided with the same opportunities throughout their time at school. All pupils including those with SEND are included in all aspects of school

life and are provided with the necessary additional support to ensure that they can be included: invited to all extra-curricular activities, representation included on the school council, school trips, visitors into school, pantomimes.

**How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:**

At Rossmere we are a fully inclusive school where all pupils are encouraged to work together throughout the school day. Pupils with SEND are supported within the classroom environment alongside their peers and are expected to participate in whole class, group and paired activities. Teachers ensure that activities are differentiated to enable full participation by all pupils. We also provide opportunities for individuals to further develop social skills with their peers on a day to day basis. Additional support is provided as necessary to ensure that pupils with SEND are provided with a broad and balanced, personalised curriculum which includes as many opportunities as possible for interaction with others.

At Rossmere we have a range of after school clubs available to different year groups. These are offered to all children including those with SEND and additional adult support is provided as necessary. We aim to enable pupils with SEND to engage in the same activities as those children who do not have SEND with appropriate adjustments and support as required. School also funds some children to access After School Club to allow their social skills, academic ability (support with homework) to develop. Educational visits are planned into the school year for all children in each year group and the cohort teachers and SENDCo ensure that any adaptations and additional resources are in place to suit the individual needs of the child. Any preparation that is required to ensure that all pupils are included in external visits is put in place including the use of social stories, visual prompts, additional visits, research and discussion preparation.

**Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:**

The SENDCO encourages and ensures that all parents of pupils on the SEND register have regular contact with the school. As necessary, intervention takes place to support the emotional well-being of all pupils. Throughout the school week various planned activities take place for individuals to support their overall social and emotional development, i.e. social group times, use of the Forest School and OPAL during lunch and playtimes.

School also provides identified children with additional support through therapeutic work with Pauline Banks who is in school on a weekly basis often focusing on the emotional well-being of a child.

School also has a learning Mentor, Jeff Woodward who works with identified children developing their resilience, self-esteem and developing their emotional well-being.

All classes access the Forest school weekly and building on a child's emotional development is a large part of the forest school curriculum.

At Rossmere Primary School we follow a strong anti-bullying policy for all children. All episodes of bullying are dealt with in a serious and professional manner, following the school policy involving parents as necessary. Throughout the school year there are numerous assemblies relating to aspects of bullying and how, as a school, we strive to prevent issues involving any of our children being bullied. As and when necessary, further support is provided for pupils with SEND to support their understanding of early signs of bullying and how to deal with any concerns that may arise.

The Class Teacher is responsible for the pastoral care of all of the children in his or her class. The vulnerability of all pupils is also discussed within staff meetings/team meeting.

#### **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:**

Rossmere Primary School has close working relationships with outside agencies from health, education, voluntary and the social care sector. Liaison takes place as necessary to ensure that we meet the needs of all pupils with SEND and their families. We work closely with all agencies to ensure that a multi-agency approach is used for school reviews, annual EHC Plan reviews, Child in Need and PEP meetings. The SEND and Vulnerable team work closely together to refer pupils and their families directly to agencies such as, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Educational Psychology, CAMHS, LD CAMHS, Social Care Assessment Team, Young Carers, Separating Families, Hartlepool Special Needs Support Group.

#### **Arrangements for handling complaints from parents of children with SEN about the provision made at the school:**

At Rossmere Primary School we operate an open door policy which allows all parents the opportunity to speak to a member of staff as required. From 8:30am there are 1 members of staff on the yard door to speak to parents, discuss immediate problems which can be solved quickly and if necessary arrange further appointments. The Local Authority has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools and religious education and collective worship. It is hoped that parents would raise any

concern they might have about such matters with the Head Teacher in the first instance. If parents wish to make a formal complaint, however, details of the procedures available can be obtained from the Head Teacher or from the Local Authority.

Updated October 2017