



Rossmere Academy
SEND Information Report
September 2025

Welcome to our SEND information report which is part of the Hartlepool Local Offer (<https://www.hartlepoolfamilyhubs.co.uk/send-local-offer/#general>) for learners with Special Educational Needs. All governing bodies of maintained schools and the proprietors of academy 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

Inclusion Team/Deputy Head – Mrs Debbie Anderson

Parent Support Advisor – Miss Rachael Jukes

SEND Governor – Sam Beacher

The kinds of SEN that are provided for:

Throughout school there are children with a variety of special educational needs:

- o Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- o Cognition and learning, for example, dyslexia, dyspraxia
- o Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- o Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- o Moderate/severe/profound and multiple learning difficulties

Policies for identifying children and young people with SEND and assessing their needs

All pupils, including those with SEND, in school are assessed as part of on-going whole school assessment procedures.

Any pupil causing concern:

- o Has less than expected progress in comparison to their peers starting from the same baseline
- o Fails to match or better the child's previous rate of progress
- o Fails to close the attainment gap between the child and their peers
- o Widening of the attainment gap

Children may be discussed in termly SEND review meeting, pupil progress meetings. If concerns remain and progress is not evident, class teachers will log concerns on CPOMS. The SENDCO will then have discussions with all stakeholders on what should happen next. Discussions and observations may 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. A One Page Profile is written to support the child to make progress. Continuous assessment and monitoring takes place to ensure that all individual needs are met, 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 01429 274608 or by email at phassan@rossmereschool.org.uk.

Arrangements for consulting parents of children with SEND 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. One of these meetings will be with the SENDCO to focus on the child's specific needs usually this is in the Summer Term.

In addition to this all SEND pupils with an EHCP 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, targeted 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 support from outside agencies such as educational psychologists and speech and language therapists 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 termly or more frequently if achieved. A discussion is held with the child, their parent and class teacher around targets and what they feel they need to work on. 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.

At annual EHCP meetings children are encouraged to attend part of the meeting to allow them to participate and put their views across.

Pupil questionnaires are completed with children with SEND to obtain their views about school.

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 at parent's evening and new targets are set relating to the individual child's specific areas of need.

Pupils on the SEND register who have an EHCP 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 into the meeting or part of the meeting to be involved in the assessment and review process.

Children working significantly below their peers (B children) are monitored more closely by the SENDCo and an individualised assessment tracking tool is used.

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 are as smooth as possible for the pupil. School takes an active role in the new transition project led by educational psychologists to enable children to have a successful transition to Secondary School.

Entering Nursery

A home visit is arranged, where our PSA and Nursery teacher go out to the child's house to ensure early identification of needs occurs.

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 pupils with SEND have transition visits to the next class and spend time with the new teacher. Some children have a transition book that they 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

A transition tool is completed which highlights children who need extra transition. 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. Some identified children will have a person-centred planning meeting (PCP) at the initial stages to support with what transition should look like. This meeting involves a representative from the secondary school, parents, agencies involved, SENDCo and the child. A plan is then put in place for the child to support them to have a positive transition.

For some children, enhanced conversations occur between Rossmere Academy SENDCO and the Secondary School SENDCO. This is where information is shared.

The approach to teaching children and young people with SEND:

The individual needs of all pupils with SEND at Rossmere are considered at every stage in their education. Regular assessments and monitoring inform on going teacher planning to ensure a personalised curriculum is developed. Where possible all children receive quality first teaching within the classroom. Some children require a more personalised approach to learning and access short periods of time outside of the classroom. Some children need a high level of 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.

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 where necessary to support their cognition and learning, social and emotional, communication and interaction and sensory or physical needs.

At Rossmere Academy we have a document 'Ordinarily Available Provision' which outlines all the adaptations that are available.

At Rossmere Academy we have class called Lion Cubs which is available for children currently within EYFS and KS1. It is for children who are not ready to access formal learning. Children have individualised timetables to access the provision and to work on their own personalised targets. Children are identified in consultation with parents, class teacher, SENDCo and Headteacher. This provision is currently funded by the Local Authority and school.

Rossmere Academy also has a 6 place SEMH ARP (Additionally Resources Provision) which is funded by the local authority.

Throughout school, all staff are teachers of SEND, and are flexible in their approach to teaching children with SEND on a day-to-day basis. Any adaptations or changes that are required during the working day are done to meet the children's needs. 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. There are quiet spaces for children to access to enable them to co-regulate or self-regulate.

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 Inclusion team and a very experienced senior leadership team.

All staff are provided with additional training appropriate to their role or through the continuing professional development policy of our school. Identified staff are trained in team teach to ensure de-escalation strategies are used and if needed appropriate physical intervention is used.

Continuous CPD takes place with outside agencies and relevant identified staff when needed to meet the needs of specific children or groups of children.

The SENDCO works closely with outside agencies including: Educational Psychology, Speech and Language, Alliance, Future Steps, Occupational therapy.

Evaluating the effectiveness of the provision made for children and young people with SEND:

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

Rossmere Academy 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 accessible to enable full participation by all pupils. Additional support or adaptations to the curriculum or resources will be provided where necessary to ensure that pupils with SEND access a broad and balanced curriculum.

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. 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 Place2Be sessions and children can access Place2Talk on a weekly basis if they feel the need to. At Rossmere Academy we have a member of staff that is ELSA (Emotional Literacy Support Assistant) trained and she supports identified children weekly.

Rossmere Academy has the support of Alliance within school. They work with individual children, groups of children or whole classes. They are a service that supports the mental health of children and their families. They can provide training for parents to enable them to support their child.

At Rossmere Academy 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 bullying 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.

Currently, school has a mental health practitioner through Alliance who works with children who have been identified as struggling with their mental health.

The Class Teacher is responsible for the pastoral care of their children in their class. The PSHE curriculum is an important part of all children's learning especially children with SEND. The PSHE curriculum may need adapting to meet the needs of our SEND children.

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 Academy 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 inclusion 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, Alliance, 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 Academy 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 is a member 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.

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