

SEND Policy and Information Report



part of the **enquire**
learning trust

September 2021

Contact details – all contactable on 01642 722883

Principal	Mrs Helen Channing
Vice Principal	Mrs Ruth Murton
SENDCo	Miss Melissa Burley
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1. Aims

Everything we do at Roseberry Academy helps us to become lifelong learners and beautiful people. Our school encourages:

Success	Children’s resilience and hunger for learning leads to celebrated success
Collaboration	We work together to support every child and ensure they achieve their full potential
Motivation	Children are motivated to meet the challenge and high expectations in learning through dynamic engagement
Ambition	We have the highest expectations of ourselves and others, and foster self- belief and pride in our community
Respect	We are polite, kind, tolerant of others and show empathy for all members of the community
Curious	We encourage all of our children to ask questions about their learning and environment
Trust	The Roseberry Academy family works as a team with honesty, respect, loyalty and effective communication

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Roseberry Academy for your child.

At Roseberry Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Some pupils find it much harder to learn than other pupils of the same age and need extra help. These children have Special Educational Needs and/or a Disability (SEND)

Every teacher is a teacher of every child or young person, including those with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

Local Offer

The Local Authority offer is available for all parents and carers to view on the North Yorkshire Council web pages – <https://www.northyorks.gov.uk/send-local-offer>
At Roseberry Academy, we have our own school local offer and this is available to view on our school website – www.Roseberryacademy.org

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Learning Difficulty means a child may have a significantly greater difficulty in learning than the majority of children of the same age; or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means, for children of two or over, educational provision which is **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Special educational needs are categorised under four broad areas:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, mental and emotional health
- ❖ Sensory and/or physical

This policy explains how we plan to meet those needs. Please also see our Disability Equality Scheme and Access Plan.

4. Roles and responsibilities

4.1 The SENDCO

SENDCO is Miss Melissa Burley (NASENCo)

They will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with others who may visit school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, CAMHs, Hearing Impaired Service, Visual Impaired Service etc.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Coordinate all support for children with SEND and develop the school's SEND Policy to make sure all children get a consistent, high quality response to meet their needs in school
- Involve parents in supporting their child's learning and the support their child receives
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs

4.2 The Principal

The Principal will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Oversee the day to day management of all aspects of the school, this includes the support for children with SEND
- Give responsibility to the SENDCo for ensuring that every child's needs are met (but is still responsible)
- Will ensure that the training needs of the SENDCo and all other staff are met

4.3 Class teachers

Each class teacher is responsible for:

- High quality teaching of all children, including those with SEND
- The progress and development of every pupil in their class and identifying, planning and delivering any additional help a child may need (this could be things like targeted work or additional support) liaising with the SENDCo know as necessary
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they may be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils SEND that they teach

5. SEND information report

5.1 The areas of SEND that are provided for at Roseberry Academy

Roseberry Academy is a mainstream primary setting. We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs, to enable them to meet their potential. We support pupils with physical and medical needs, pupils on the autistic spectrum and with ADHD, pupils with emotional needs, pupils with communication and interaction difficulties and pupils who have more difficulty with learning than the majority of children of the same age. We believe that all pupils should be valued equally, treated with respect and be given equal opportunities in all areas of school life. In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

We endeavour to actively involve children and parents within our setting. Our aim is to work collaboratively to achieve the best possible outcomes through the SEND Cycle Plan system we have in school, which is reviewed termly. We aim to prepare children for the next phase of education and achieve outcomes that reflect their ambitions.

Class teachers and the SENDCo (Miss Burley) are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used through the writing and reviewing of the children's Cycled Plan.

Miss Burley (SENDCo) or Mrs Helen Channing (Principal) are available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from external professionals will be discussed with you directly or, where this is not possible, will be provided in a report. We are available to discuss information with you in school and offer explanations where necessary. Provision for your child will be reviewed regularly.

Homework may be adjusted as needed to suit your child's individual needs, and extra support may be given in school. We offer a highly differentiated curriculum to ensure your child is fully involved in learning within their class. This may involve things like using more practical learning and the use of different resources and equipment, including ICT.

The SENDCo or other Specialist Agencies may at times suggest specific strategies to be put in place to support your child to learn.

Your child will be monitored regularly to monitor their progress. Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.

Our school currently provides additional and/or different provision for a range of needs, including:

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

5.2 Identifying pupils with SEND and assessing their needs

We identify the needs of pupils as early as possible by gathering information from parents, education, health and care services and early years nurseries and other educational providers prior to the child's entry into the school. We will assess each pupil's current skills and levels of attainment on entry, which will build upon previous settings and Key Stages, where appropriate.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We use a number of additional indicators of special educational needs

- The highlighting of teacher concerns is recorded on a 'Cycle 1 plan' document which is shared with the SENDCo and a plan of support is created with actions highlighted
- Concerns from parents are explored by the class teacher and SENDCo
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCo evaluates the information presented and then decides if the child meets the criteria for authentic SEND or if we need to highlight the child as a child of concern and closely monitor the child's progress over a specific time with identified adaptations to provision. If after that period of time, following quality first teaching and appropriate precision intervention, the child continues to meet SEND criteria they would then be added to the SEND Support list. This list is reviewed each term. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals. This may include progress in areas other than attainment, for example, social needs. When deciding whether special educational provision is required, we will start with desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we are able to provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear regarding what the next steps are
- We acknowledge and draw on parent knowledge and expertise in relation to their child
- We ensure parents are informed of their child's special needs provision

- We endeavor to establish effective communication between parents and school
- We seek the views of the child and parents taking these into account when making decisions which affect their education
- We promote effective partnerships and involve external agencies when appropriate

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents via letter when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw upon:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services and professionals (ie. Educational Psychologist, Specialist Teacher, Speech Therapist, CAMHS etc.) may be needed for higher level need to gain specialised assessments.

The assessment will be reviewed termly throughout the year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be difficult for a child with SEND and, consequently, take steps to ensure that any transition is as smooth as possible.

In Nursery, EYFS, Key Stage 1 and Key Stage 2, new children and parents are invited into school to meet with the Principal. Here all the necessary information is collected and paperwork completed. The Principal, SENDCo or class teacher, as appropriate, will carry out liaison with the previous school. We will share relevant information with all necessary staff and arrange bespoke support to ensure a smooth transition. At points of transition, each individual child's needs are considered and then an appropriate transition plan is put into place. This may include weekly sessions with their new class teacher, drop-ins to see the new teacher or creation of transition books for the children to take home and share with parents over the holidays.

The child's new teacher will meet with their current teacher or Key Worker to share information. We use Cycle Plans to support transition within school and beyond.

Before joining secondary school, the SENDCo meets the secondary school SENDCo to share information and the children invited to visit their new school through an Enhanced Transition, usually supported by our Family Mentor. We will agree with parents and pupils the information we will share. Advanced planning for pupils in Year 6 is essential to allow consideration of appropriate options.

The SENDCo will liaise with colleagues from local schools with regard to the transition of pupils with SEND. Where there is an EHCP or an Early Help Assessment in place then secondary staff will be invited to annual review meetings and EH review meetings in the summer term.

As with any pupil who leaves Roseberry Academy, pupil records will be sent to the new school within 15 days. If the pupil is a pupil with SEND, their name will be removed from the school's SEND register once they have transferred and their Common Transfer File has been sent to their new school.

5.6 Our approach to teaching pupils with SEND

Graduated Approach - The SEND Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustments and good quality, personalized, teaching.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have (or may have) SEND
- Teachers use school assessment tracking systems to record the progress of all children and use these to monitor the effectiveness of interventions
- For higher level needs it may be necessary to gain specialised assessments from external agencies and professionals, ie. Educational Psychologist, Specialist Teacher, Speech Therapist, CAMHS etc.
- Pupils are placed on the register after following the Assess – Plan – Do – Review cycle:
 - **Assessment of a pupil** – Strengths / areas of development will be identified
 - **Plan** – A Cycle plan will be created to reflect the additional provision to be put in place
 - **Do** – Provision will include Quality First Teaching with the addition of differentiated lessons, specialist agencies and collaboration with parents and carers
 - **Review** – This will take place on a termly basis, with all professionals within the school, parents, and other relevant professionals. The purpose is to look at what is working and what is not working in relation to the plan in place

We will also provide the following interventions:

- Social Stories
- Phonics catch up
- Reading / Writing intense support
- Maths intervention
- Drawing and Talking
- Theraplay
- Bereavement support
- Lego Therapy

- Precision Teaching

- Tutoring 1:1 or in small groups

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access all aspects
- Adapting resources (including the use of varied sensory resources) and classroom setting / organization ie grouping, 1:1 work etc.

- Adapting staff deployment
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, adapting lessons (content / sequence / pace) etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver the additional support and interventions the SENDCo and Class teacher deem necessary.

Teaching assistants will support pupils on a 1:1 basis or in small group sessions with specific targets to help the pupil make more progress. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and teaching assistants are deployed accordingly on a pupils' needs basis, rather than being allocated to a class.

We work with the following agencies to provide support for pupils with SEND:

- The Educational Psychology Service
- Speech and Language Service
- NHS OT service
- CAMHS
- Hearing Impairment Service
- Visual Impairment Service
- Early Help
- School Nurse
- Health Visitors
- Local Authority Enhanced Mainstream Support service

For Pupils this would mean:

- They will have been identified by the class teachers/ SENDCo (or parents may also have raised concerns) as needing more specialist input in addition to quality first teaching and intervention groups
- Parents will be asked to attend a meeting to discuss their child's progress and help plan the way forward
- Parents will be asked to give permission for school to refer their child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help all involved to understand a child's particular needs better, enabling staff to support them better in school
- The specialist professional will work with a child to understand their needs and make recommendations, which may include:
 - Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to reach appropriate outcomes which will include using specific specialist expertise to work towards the ambitions of the child
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group

- The school may suggest that a child needs some agreed individual support in school. Parents will be involved in how the support will be used and what strategies will be put in place. This may include a modified curriculum for some children.

For children who need more support to overcome barriers to learning it may be necessary to access Higher Needs Funding:

- The school can request for Higher Needs Funding to be able to provide a higher level of support for your child within the setting. This requires the SENDCo to gather relevant information from all agencies involved and put forward a case to the Local Authority as to why your child requires additional funding to meet their needs beyond what the school is able to provide. This application requires consent from parents. The Local Authority consider this information and, if they feel your child requires a higher level of support, they may provide the school with a banded amount of funding in order to meet your child's needs.
- Once this funding has been agreed, appropriate support based on the information from all agencies involved will be put into place
- This funding is reviewed on a regular basis

Education Health and Care Plan Request (EHCP)

- The school (or parent) can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process, which sets out the amount of support that will be provided for a child
- Parents and the SENDCo will meet together to complete an Education Health and Care Plan Request (EHCP request / request for statutory assessment of need) which is paperwork designed to assess the child's level of need. It is designed to be a process which keeps children at the centre of the assessment, involving parents and all agencies working with the child
- After the school has submitted the request to the Local Authority (with a lot of supporting information about the child, including some from parents), the Local Authority will decide whether they think a child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will write an Education and Health Care Plan, often referred to as EHCP
- The EHC Plan will outline long and short-term goals for the child
- An additional adult may be used to support a child with whole class learning, run individual programmes or run small groups. Children will still be part of the class, under the direct responsibility of the class teacher
- This type of support is available for children whose learning needs are severe, complex and lifelong

5.9 Expertise and training of staff

Our SENDCo has 13 years' teaching experience and has worked in her role as SENDCO for the past 4 years. The SENDCo is allocated half a day per week to manage the SEND provision. We currently have a team of 10 dedicated teaching assistants, including 2 higher level teaching assistants (HLTAs). All staff have had training in the support and delivery of SEND provision.

In the last academic year, staff have been trained in Attachment Support, Safeguarding, SEMH support and Precision Teaching.

The school makes an annual audit of training needs for staff through the Academy Improvement planning procedure and Performance Management process. Particular support is given to teachers new to the profession and other new members of staff. We have a Designated Safeguarding Officer (the Principal) and a Deputy Safeguarding Officer (the Vice Principal) in school full time.

5.10 Securing equipment and facilities

Equipment recommended from other agencies eg. Laptops, chairs, exercise balls etc for individual children will be purchased through funding from that allocated through the child's EHCP or by using additional top up funding from the Local Authority.

Smaller equipment is purchased by the school and is available for all children to support their individual needs ie ear defenders, fidget objects, pencil grips, etc.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using the teacher's ongoing assessments and experience of the pupil
- Comparing previous and current progress, attainment and behaviour
- Gathering other teachers' assessments and SEND Cycle Plans.
- Assessing the individual's development in comparison to their peers and national data
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires / views
- Gathering the views and experience of parents
- Monitoring daily provision within school (this is done by the SENDCo)
- Holding annual reviews for pupils with EHC plans
- Receiving advice from external support services, where relevant

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all pupils. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability. Reasonable adjustments will be made to ensure that all children are able to access the National Curriculum and enrichment opportunities.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council
- Pupils with significant emotional and social difficulties may be referred to our Family Mentor, or external counselling services
- We have a zero tolerance approach to bullying and hold 'Celebrating Differences' weeks to raise awareness of, and celebrate, differences

5.14 Working with other agencies

Educational Psychologist: to assess the needs of referred children and provide recommendations of how to develop the provision to meet these needs. The EP work also supports school when requesting additional funding, Educational, Health and Care Plans or additional resourced provision. They also offer training for staff in a range of areas. School purchases a service level agreement with Applied Psychologies to access six Educational Psychologist days per year.

Speech and Language Therapist: school can refer children to the team who will complete an initial assessment. All necessary therapy will (usually) take place in school or will be delivered by staff within school.

Child and Adolescent Mental Health Service (CAMHS): to assess children's social, emotional and mental health needs and provide school with advice about how to meet children's needs in school.

Hearing and Visual Impairment Team: come into school every half term to monitor children. They give staff recommendations regarding how best to support the children. They also ensure that children have the aids that will enable them to access the curriculum and train staff in using these.

Early Help: is a consent based service that provides assistance for families and brings school, parents and agencies together (usually in a Team Around the Family meeting) to talk about what is going well for the child and family and what additional support may be needed

Health Visitors: are welcomed into school to support children in our EYFS with SEND. We work together to effectively support parents to meet the child's needs.

School Nurse Service: supports the school and parents when children have medical needs. A holistic approach allows all involved to support children with SEND as those who have other health services involved / a need for health service involvement. The school is able to make referrals and, with parental permission

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If you are not happy with the outcome of your discussions, you should then request an appointment with the SENDCo who will endeavour to deal with the situation accordingly. If parents are still unhappy, they may follow the school complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children because of their needs or disability. They may make a claim about alleged discrimination regarding,

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

North Yorkshire has the Special Educational Needs and Disabilities Information, Advice and Support Service, willing to help with any issues relating to:

SEND – 01609 536923 or via email using the following link [Contact Us - SENDIASS North Yorkshire](#)

SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North Yorkshire SEND groups and Networks <https://www.northyorks.gov.uk/send-advice-and-support>

ICAN <https://www.ican.org.uk/>

Talking Point <http://www.talkingpoint.org.uk/teachers/supporting-needs-all-children>

ADHD <https://www.adhdfoundation.org.uk/information/parents/>

British Dyslexia <https://www.bdadyslexia.org.uk/parent>

National Autistic Society <https://www.autism.org.uk/about/in-education.aspx>

Autism trust <https://www.autismeducationtrust.org.uk/>

5.17 Contact details for raising concerns – all contactable on 01642 722883

Principal	Mrs Helen Channing
Vice Principal	Mrs Ruth Murton
SENDCo	Miss Burley
Family mentor	Mrs Lesley Duffy

5.18 The local authority local offer

Our contribution to the local offer is:

<https://www.roseberryacademy.org/important-information/special-educational-needs-and-disabilities-send>

Our local authority's local offer is published here:

<https://www.northyorks.gov.uk/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Burley, SENDCo, **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Updated September 2021 – author Miss Burley