

Roseberry Academy



School Core Offer

- School Core Offer –
 - High Quality Teaching
 - Early Identification for children with SEND
 - Inclusive environment
 - Teaching assistant in every year group or classroom
 - Enrichment activities
 - Access to external Agencies to support children with SEND

We strive to ensure all children, regardless of physical and learning ability, receive the best possible education.

School Contacts

Principal – Mrs Helen Channing

Leader of Learning – Mrs Ruth Murton

SENDSCO – Miss Melissa Burley

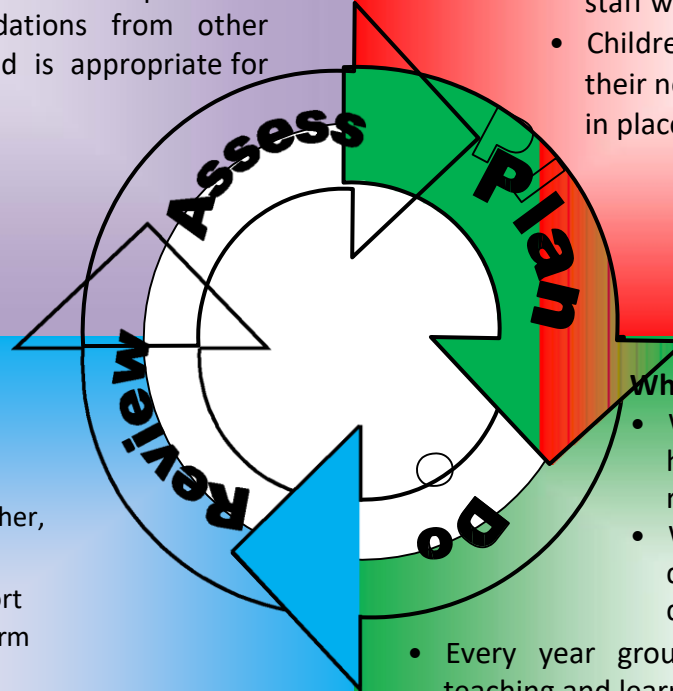
All of the above may be contacted on 01642 722883

Assessing your child's needs

- Class teacher, parents/carers may highlight concerns about a child
- Parents should speak directly to the class teacher if they think their child has some difficulties within school
- When a concern has been highlighted the SENDCO will arrange a meeting with parents to discuss the next steps
- We will take advice and recommendations from other agencies to ensure the support delivered is appropriate for the child's needs

Involving Pupils and Parents in planning support

- Individual pupil / teacher conversations to gather information
- Parents involved in the planning process
 - Individual achievable targets will be set for each pupil - these will be shared with parents and the staff working with your child
 - Children identified will be assessed to identify their need and correct provision planned and set in place



Measuring the success

- We will have termly planning and review meetings – including parents and class teacher, and SENDCO if necessary
- Children will be assessed prior to any support given and then when finished. This will inform staff and parents the next steps of support needed
- We use a SEND Tool assessment program to measure the progress and attainment stages
- We will use the school SEND policy as a guidance

What will we do next?

- We have in-school learning support staff who have access to a variety of SEND resources and quiet areas
- Where needed, we plan a highly differentiated curriculum to meet a variety of diverse needs
- Every year group has teaching assistants to support the teaching and learning
- Class teacher, SENDCO and other professionals will offer advice on how to support your child's learning at home
- Referral to other professionals and agencies if needs are appropriate



Assess

Identifying and Assessing

- Each class teacher is responsible for monitoring the progress of all of the children within their class. If they have concerns they will speak to parents
- The class teacher will plan and deliver any additional help a child may need
- The class teacher will ensure all staff working with children with SEND know their learning programmes and are able to deliver them
- Children will be categorised into one of the four areas of SEND need. Cognition & Learning, Communication & Interaction, Social, Emotional and Mental Health and Sensory and /or Physical and Medical Needs.
- The SENDCo will complete initial assessments through 1:1 work with the child, class observations and discussion with staff. If necessary, referrals can be made to outside agencies ie. Speech & Language, Educational Psychologist, CAMHS etc.

Additional Information

North Yorkshire has a Special Educational Needs and Disabilities Information, Advice and Support Service, who are willing to help with any issues relating to SEND. This service may be contacted on 01609 536923 or infor@sendiass.org

The SEN Code of Practice has been revised and may be accessed at:

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

Communication and Interaction

Cognitive and Learning

Social, Emotional and mental
Health Difficulties

Sensory and/or Physical Needs



We are an inclusive school and have high expectations from all of our pupils. We strive to support all children to enable them to make the best possible progress and achieve well.

We offer a broad, balanced and enriched curriculum with high quality teaching.

We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school.

We offer a variety of support – Each year group has access to teaching assistants, enabling teachers to plan and deliver additional support . We also have additional staff who support with SEND in class and during unstructured times.

Children have access to small group work focusing upon different curriculum areas. The SEND team works with individual children to build their confidence and self esteem. Every teacher will plan a varied curriculum ensuring appropriate differentiation for all abilities within the classroom.

- All children with identified SEND will have a SEND cycle completed with achievable desired outcomes and appropriate curriculum recommendations
- Where needed, children have access to support at playtimes and lunchtimes allowing them access to a quiet and calm environment and support with building lasting friendships
- Children who have been identified with cognition and learning needs will have additional teaching support through specific interventions, working within small groups
- All teaching assistants work within the classrooms during the morning sessions to support and ensure detailed differentiation is set in place to meet the needs of all identified children
- We have staff who are able to deliver therapeutic support for children who display social, emotional or mental health difficulties

Continued Professional Development

- Staff have access to any training they, or the SENDCo, feel appropriate to meet the needs of individual children within their class.
- All staff complete yearly training: Safeguarding, SEND support
- All staff attend a termly SEND meeting to discuss training needs, SEND support and other SEND requirements needs

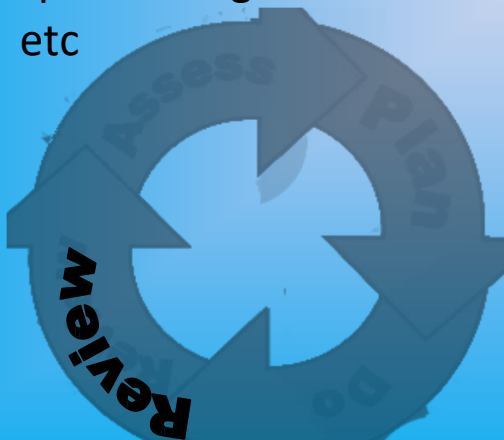


All parents / carers with children who are on the SEND register will be regularly updated by teachers and/or SENDCo. Teachers will keep parents informed through emails or conversations either at the end of a school day, or by telephone. Where a child has a communication difficulty we will ensure parents are aware of daily routines through the use of a home / school book.

Parents' evenings are held termly and this provides an opportunity for parents and class teachers to review children's progress, sharing thoughts and opinions on how children access their learning and the support that is in place. During the meeting new targets will be discussed and these will be shared with the child.

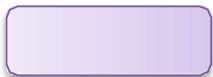
Children are given the opportunity to be involved in their plan, with a dedicated Pupil Voice section on their plan. All children are assessed prior to any intervention or support is given and then again at the end to monitor the progress made.

If a child does not make the expected progress we will seek out the advice from other specialist agencies ie Educational Psychologist, Speech and Language Therapist, CAMHS etc



Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Access to low stimulus area within the classroom
- Flexible approaches to timetable – visual timetables
- ASC friendly strategies are followed, children may have individual work stations.
- Some children may require funding to support their needs
- Access technology – laptops, tablets etc will be available where needed
- Explicit teaching of generalising skills from one context to another
- Visual timetables to support children with the expectations of the day
- Careful planning of transitions from different key stages
- Mentoring and/or buddy systems
- Social stories developed alongside a Teaching Assistant
- Highly differentiated support within the classroom
- Small group phonic catch up
- EYFS & KS1 – using RWI with support from Power of Reading
- Close liaison with outside agencies.



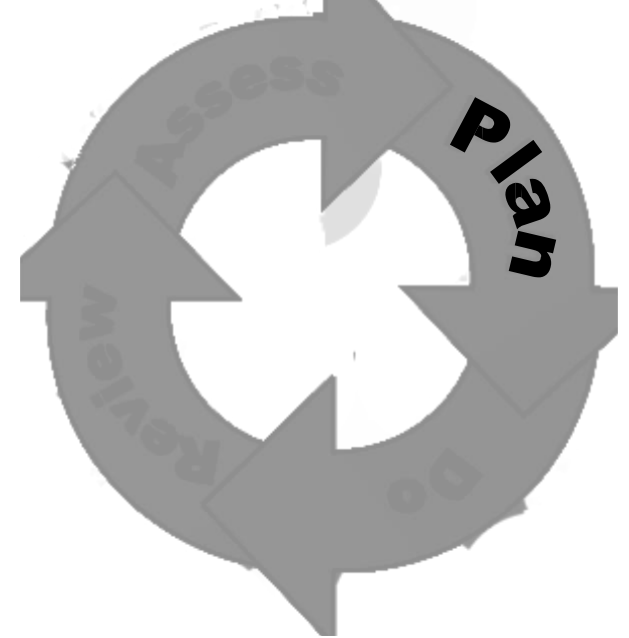
Cognition and Learning

- Quality First Teaching with effective differentiation.
- Educational Psychologist to assess and support when needed
- Regular, individually focused intervention
- Mathematics
- Reading Eggs
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic Screening – Key Stage 1
- Increased access to ICT
- Flexible groupings
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person
- Frequent repetition and reinforcement
- ICT – a variety of equipment and programmes



Social, Emotional and Mental Health Difficulties

- Access to time out/individual work area
- Mentoring
- Individualised rewards system
- CAMHS – parents are supported to complete referrals
- Referrals to Compass Buzz
- Family Mentor to deliver therapeutic support
- Play / lunch time support
- Increased access to additional adults in the classroom – every year group or class has a full time TA every morning
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning
- Theraplay
- Bereavement support
- Drawing & Talking
- School may refer children to North Yorkshire Local Authority Inclusion Team for advice and support on meeting a child's needs



Sensory and/or Physical Needs

- Support with the use of physical aids when needed
- Access to a specialist teacher for the hearing/visual impaired
- Visual work adapted to meet individual needs ie paper enlarged, enlarged workbooks, coloured paper books etc
- Concrete apparatus available to support learning – pencil grips, writing slopes, back supports, chair wedges etc
- Ear Defenders
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- School nurse involvement for advice on care plans
- Medicating pupils with a long term diagnosis / condition ie ADHD
- Outside environment adapted ie brightly coloured areas for visually impaired children
- Sensory assessment to identify needs and inform a sensory diet using a variety of sensory objects available
- Alternative resources to support children to access their learning

