



Rosedale
Primary School

School SEN Information Report

September 2021

S. Proctor

The range of Special Educational Needs that are provided for in school.	Special Educational Provision will be made if...
<p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.</p>	<p>A child has a significantly greater difficulty in learning than the majority of others of the same age; or</p> <p>Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.</p>
The name and contact details of the SENDCO	Pastoral Support Team.
<p>Mrs S Proctor – Assistant Headteacher Tel: 01302 782744 e-mail: admin@rosedale.doncaster.sch.uk</p>	<p>Learning Mentor: Cathy Walker Family Support Worker: Anita Aspinall Mental Health Lead: Helen Baker Support Team: Pam Martin, Gill Theaker, Claire Tyas, Cheryl Storey SEN Governor: Mrs Pat Haith</p>
Policies for identifying children with SEN and assessing their needs and provision.	Current levels of SEN
<p>SEN Behaviour Health and Safety Single Equality plan Safeguarding</p> <p>Intimate care Accessibility Plan Anti Bullying Managing Medicines</p>	<p>23 pupils identified as having SEN of which 4 pupils have Education, Health and Care plans</p>

<p>How do we consult with and work in partnership with parents of children with special educational needs?</p>	<p>We offer:</p> <ul style="list-style-type: none"> • Open-door' policy with class teacher/SENDCO /Family support worker. • Family support worker – dedicated member of staff to work with parents. • Autumn/Spring term parent's evenings. • Annual report to parents/carers. • SEN review meetings. • Guidance on supporting children at home. • Planners/communication books. • Home visits by prior arrangement.
<p>What are the arrangements for consulting pupils with SEN and involving them in their education?</p>	<ul style="list-style-type: none"> • Child friendly review meetings at least termly to involve children in setting their targets. • Attendance at review meetings/multi-agency meetings. • Completion of a one page profile
<p>How will the progress towards the outcomes identified for children with special educational needs be assessed and reviewed? How will children and their parents take part in any assessment and review?</p>	<ul style="list-style-type: none"> • Children are assessed using national curriculum objectives or the Early Learning Goals in the EYFS. • Progress against objectives is tracked termly. • Intervention groups are monitored termly to assess progress. • Pupil progress meetings are held half termly with phase leaders, class teachers and support staff. Pupil progress meetings with the headteacher take place mid and end of year.

	<ul style="list-style-type: none"> • Targets will be shared with parents and progress towards targets discussed termly. • Each child has a targets folder which contains evidence of progress towards targets • Children are encouraged to attend all review meetings. • Where the educational psychologist is involved parents are invited to an initial consultation meeting and review meetings. • Parent/carers are given written reports and/or minutes of multi-agency meetings. • SEN support staff/learning mentors review progress towards targets and seek the views of pupils in shaping provision. • Pupils with statements or Education, Health and Care plans will have an annual review to monitor progress and the effectiveness of provision. • Provision maps will be reviewed termly.
<p><i>How are children supported in joining the school or in transferring to another school?</i></p>	<p>On entry to the Foundation stage we offer...</p> <ul style="list-style-type: none"> • Drop in sessions • Pre –visit session. • Parent information meeting. • Home visit. • Visit by staff to current setting. • Transition meetings with key professionals. <p>Transition to Secondary School.</p> <ul style="list-style-type: none"> • Visits by Secondary staff. • Liaison visits with SENCO, Class teacher, Parents and other key professionals.

	<ul style="list-style-type: none"> • Visits to the school. • Additional visits with Learning mentor/Key worker. • Education, Health and care plan reviewed 1 term prior to Transfer. • Transition plan for Children in Care. <p>All documentation relating to Children Looked After and/or with Special Educational Needs will be transferred promptly and securely to the receiving school.</p> <p>Where children transfer within a school year or phase we aim to liaise closely with the current or receiving school to ensure a smooth transition.</p>
<p><i>What is the school's approach to the teaching and learning of children with Special Educational Needs?</i></p>	<ul style="list-style-type: none"> • Children with SEN are inclusively educated within an age appropriate classroom with their peers for the majority of the time. • Teaching and resources are differentiated within the classroom to ensure children are able to achieve. • If additional support is identified as necessary, children will take part in planned intervention. The duration and frequency of interventions will be identified within the provision map. • Every class teacher is supported by a Learning Support assistant or a Higher Level Teaching assistant. Where an Education and Health Care plan identifies a specific need additional adults will support individually or in a small group as detailed in the plan. • All adults working with a pupil with SEN use a consistent approach to teaching and learning.

How does the school adapt the curriculum and the learning environment to meet the needs of children and young people with special educational needs?

- Planning is differentiated to meet individual learning needs.
- Class-based Teaching Assistants work alongside the class teacher to support children with SEN individually or in small groups and to facilitate the class teacher working with children with SEN.
- Adapted resources – enlarged print, visual aids, multimedia, practical apparatus.
- Consideration is given to the physical environment – classroom layout, accessibility, ramps, toilets, changing facilities, disabled parking.
- Provision of specialist equipment through consultation with support agencies.
- Small group work areas fully resourced.
- Sensory room and soft play area available.
- Trips and visits are risk assessed to ensure appropriate support for pupils with SEN.
- The school fully complies with the requirements of the Equalities Act (2010)

What training is available for staff supporting children with SEN and how is specialist expertise secured?

- All teaching and support staff have access to whole school professional development opportunities.
- The SENDCO attends Local Authority training termly.
- TAs/HLTAs access regular school based training.
- Staff identify SEN training needs in consultation with the inclusion manager and senior leadership team.
- Lunch time supervisors receive appropriate SEN training.

	<ul style="list-style-type: none"> • Outside agencies give support and guidance when working with pupils with specific needs eg visual/hearing impaired, autism, speech therapy, educational psychologist, Language Support, school nursing, physiotherapy, occupational therapy, children in care, pre-school inclusion. Primary Learning Centre. • Where the need for specialist support is identified, the appropriate referral pathway can be identified in consultation with parents and carers.
<p><i>How does the school evaluate the effectiveness of provision for pupils with special educational needs?</i></p>	<ul style="list-style-type: none"> • Teaching and learning is rigorously monitored by the Headteacher and senior leadership team. • Pupil data is collated termly to track progress. • The SENDCO monitors the progress and attainment of pupils with SEN and reports to the governing body. • Multi-agency meetings and review meetings consider the impact of provision and interventions and seek the views of parents and pupils. • The accessibility plan and related SEN policies are reviewed annually. • The results of statutory and non-statutory tests are reported to parents.

How will children with SEN be included in off site and extra-curricular activities?

- All pupils are entitled to access a full and balanced curriculum including trips, residentials and extra-curricular activities.
- Risk assessments are carried out prior to any offsite activity to ensure that the health and safety of all participants will not be compromised. If the behaviour of any individual places party members at risk, alternative provision may be made.
- No pupil will be excluded from activities on the basis of a special educational need or disability.
- Staffing ratios will reflect the needs of pupils with SEN.

How does the school support children's social and emotional development?

- Access to personalised pastoral support programme reviewed half termly.
- Learning mentor sessions.
- In class circle time.
- Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.
- Nurture groups, playing for purpose group
- Rainbows and Sunbeams – bereavement/family separation support
- Lego Therapy
- Extra curricular activities.
- Family support worker – advice, support, family learning.

<p>How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting children's SEN and supporting their families?</p>	<ul style="list-style-type: none"> • An Early Help Assessment will often be completed by the family support worker in the first instance. • Where the support of a specialist agency is required, the inclusion manager will, in consultation with parents and carers, identify the appropriate referral pathway. • Where additional support is accessed, allocated professionals will be invited to multi-agency meetings and reviews. • Where children have medical needs we will work closely with parents and health professionals to develop a care plan to facilitate the administration of prescribed medication. • The family support worker will assist parents and carers with liaising with agencies. • Where safeguarding concerns exist, child protection plans will be monitored by an allocated social worker. • Involvement of additional support services will be detailed in the provision map.
<p>What are the procedures for raising concerns about SEN provision within the school?</p>	<ul style="list-style-type: none"> • In the first instance discuss concerns with the class teacher. • If the problem persists contact the headteacher or inclusion manager by appointment. • In the unlikely event that the issue cannot be resolved please put concerns in writing to the chair of Governors • Please refer to the school Complaints Policy for further information

<p>What is the Local Offer?</p>	<p>Contact Details</p>
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All local authorities have a duty to provide information for children and young people with special educational needs and disabilities in one place. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

www.doncasterchildrenandfamilies.info

Glossary

SEN – Special Educational Need

SEND – Special Educational Need and Disabilities

SENCO – Special Educational Needs Coordinator

TA – Teaching Assistant

HLTA – Higher level Teaching assistant