

## Rosslyn Park Primary and Nursery School



### Special Educational Needs and Disability Information

Welcome to our SEND information report which is part of Nottingham City Council's Local Offer for learners with SEND. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

At Rosslyn Park Primary and Nursery School we value all members of our school community. Our local offer has been produced with parents and carers, governors and staff. We welcome your comments on our offer, so please contact us. The best people to contact are:

Headteacher Scott Mason

Special Educational Needs Coordinator (SENCO): Mr G. Hickson KS2, Mrs D. Macedo KS1 and Foundation

#### **Our Approach to Teaching Learners with SEN**

At Rosslyn Park Primary and Nursery School we ensure that all our pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents of children with SEND and outside agencies.
- We acknowledge and draw on parent's knowledge and expertise in relation to their own child.
- We aim to include children in managing their SEND depending on their ability to do so.

- We are committed to developing the knowledge of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

### **Identifying the Special Educational Needs of pupils**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (2014) defines SEN as follows:

**"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- **Has a significantly greater difficulty in learning than the majority of others the same age, or**
- **Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.**

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessment data.

There can be many reasons for children 'falling behind'. These may include absences, attending lots of different schools, difficulties in speaking English or worries that distract them from learning. This does *not* mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.

### **What should I do if I think that my child may have Special Educational Needs?**

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mr Hickson or Mrs Macedo (SENCO) to discuss your concerns.

### **Support for children with Special Educational Needs**

If a learner is identified as having SEN, we will provide support that is in '**addition to**' or '**different from**' the differentiated approaches and learning arrangements normally

provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. This support will be set out in a '**Pupil Provision Map**'

When providing support that is 'additional to' and 'different from' we will engage in a four stage process: Assess, Plan, Do and Review.

**Assess** - this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessment data.

**Plan** -this stage identifies the barriers to learning, intended outcomes, and details what support will be provided to help overcome the barriers. Decisions will be recorded on a Provision Map and a Pupil Profile. This will form the basis of termly review meetings held with parent, child and teacher.

**Do** - providing the support - extra assistance for learning or learning aids - as set out in the plan.

**Review** - measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved - pupil, their parent/carer, teacher and SENCO - will contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress are held weekly, as well as termly Pupil Progress Meeting with the Senior Leadership Team (SLT)

This additional support, 'intervention,' will be tailored to meet the child's need, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or teaching assistant. The support provided and its impact in class will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices etc.

While the majority of learners with SEN will have their needs met this way, some may require an Education, Health and Care Plan assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Should this situation arise parents or carers will be fully involved and supported throughout the process.

### **Assessing the Impact of Intervention**

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention - this will provide the point of reference for measuring progress made by the child - and a target

outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency or intensity of the intervention. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parents' consent. This might involve: Speech and Language Therapy Services, an Advisory Support Teacher, Occupational Therapists, Physiotherapists, Educational Psychologist or other health services such as a Paediatrician.

Where a child has an Education, Health and Care Plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents or carer, and all other professionals involved with the child.

### **Opportunities for Enrichment**

At Rosslyn we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extracurricular activities.

### **Preparing for Transition**

Transition is part of life for all learners, whether that is moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently we work closely with parents, children and staff to ensure that these transitions run as smoothly as possible.

Planning for transitions within school will take place in the summer term; arrangements for transition to secondary school for pupils with SEND will be planned according to individual need.

During Year 6, information - previously agreed with parents - will be shared with the SENCO at their next school. This information will outline needs and support that has proven successful. Where possible children will visit their new school and in some cases, staff from the new school will visit him or her at Rosslyn.

### **Have Your Say**

This report details our annual offer to learners with SEND. To be effective it needs the views of all: parents/carers, governors and staff.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEND.

If you have any comments, please contact Mrs Macedo or Mr Hickson (SENCO) at [senco@rosslyn.nottingham.sch.uk](mailto:senco@rosslyn.nottingham.sch.uk)

This is to be read in conjunction with Nottingham City Local offer <http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page?familychannel=8>