Roseacre Junior School

SEND Information Report

2023 – 2024

Our School

Our School Vision
Roseacre Junior School is a mainstream school with an inclusive ethos, embedding equity into classroom practice to give all pupils opportunities for success.

Roseacre believes in "Success for All". We set high expectations and aim to raise the aspirations of all pupils. Our ambition is for all our pupils to become confident individuals who are able to make a successful transition into adulthood and live an independent and fulfilling life.
Our school is committed to equality of opportunity. We fully support the principle of maximum participation in the curriculum and equal access to all areas of school life by all pupils, including those with special educational needs and/or disabilities.
At the heart of our school's ethos are our Roseacre values. We strongly believe these values prepare you for future studies, the world of work and everyday life. We encourage everyone to demonstrate and uphold them throughout the day.
At Roseacre, our aim is to provide pupils with an exceptional education, whilst also ***'Creating Positive Memories'*** along the way.

<u>January 2024 Information</u>

Roseacre Junior School currently has 427 children on role (March 2025)

There are currently 44 children on the SEND register with a range of needs (10.3%). A child is placed on the SEND register if they have a significantly greater difficulty in learning or a disability that hinders them from using facilities of a kind generally provided for others of the same age.

There are also currently 30 children on our SEND monitoring register. All of these needs are accommodated through quality first teaching strategies within the classroom and do not require a bespoke level of support.

There are currently 13 children in school with an EHCP.

Who are the SEND Team and what is the Hub?

The SENDCO's are Mrs Rawson (years 3 and 4) and Mrs Fisher (years 5 and 6).

Miss Powell is our Family Liaison Officer.

If you would like to contact anyone in the Hub, please call school on **01622 737843** or send an email to office@roseacre.kent.sch.uk and your request will be shared with the SEND team.

What kinds of Special Educational Needs do we make provision for at Roseacre?

At Roseacre Junior School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

How does Roseacre identify and assess needs?

At Roseacre we work closely as a whole team. If staff have a concern about a child, they report to the SEND team and discuss any concerns with parents. The SEND team would then identify any necessary additional support, if it is needed. If there is a need for additional support, a child would then be placed on a Class Provision Map to ensure provision is monitored and reviewed as part of the 'Assess, Plan, Do and Review' cycle.

Children who need ongoing additional provision may at this point, be added to the monitoring register. This information is discussed at parents' evenings with class teachers.

If as part of our Plan, Do review cycle, the level of provision needed increases, a child may be placed on the SEND register. You will be invited in for a meeting, where we will share the targets your child is working on and the support they are receiving. The SEND Code of Practice (2015) states children may already be on, or be placed on the SEND register immediately if:

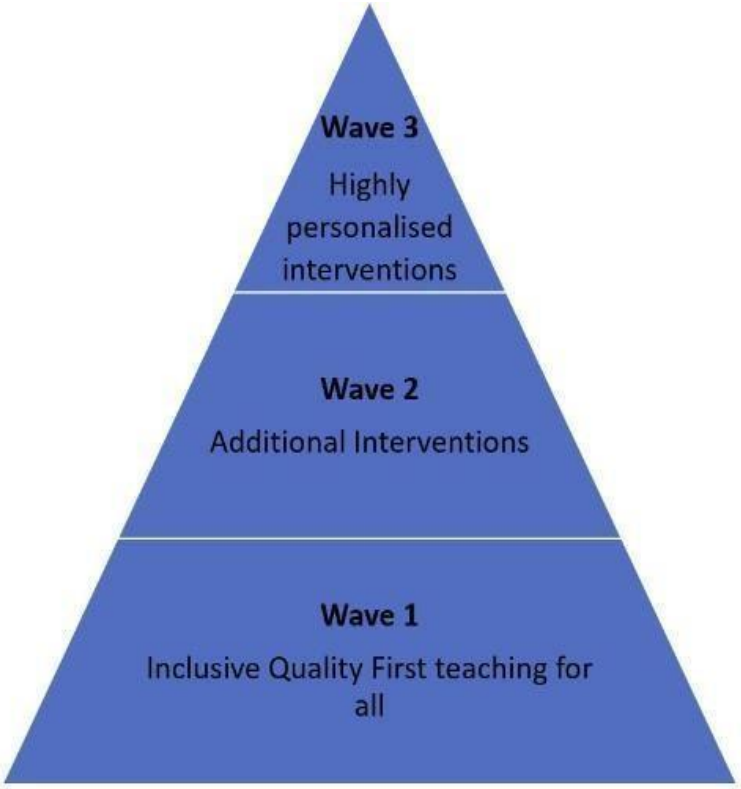
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

	• 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 of 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 or mainstream post-16 institutions • For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. • Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best provision we can.

What is our approach to teaching children with SEND?

We are an inclusive school. Wherever possible children are taught alongside their peers in their class groups. This includes any extra provision being delivered within the classroom, as much as possible.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary.
There are three waves of intervention support in place at Roseacre.



Wave 1: This is delivered by class teachers as part of everyday classroom practice, to make learning accessible to every child, regardless of need.

Wave 2: This is planned by the SEND team, but delivered by classroom teachers and support staff, within the classroom setting.

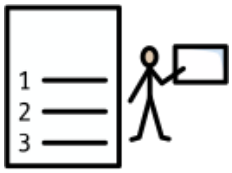
Wave 3: This is planned by the SEND team, monitored by class teacher and SEND team, delivered usually by a 1:1 adult. Where possible within the classroom setting, but if necessary, in an alternative space.

Quality first teaching (wave 1) strategies are implemented within every classroom. Quality first teaching emphasises high quality, inclusive teaching for all pupils in the class. Some examples may include differentiated learning tasks, visual resources, and use of manipulatives/ concrete resources.

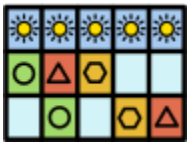
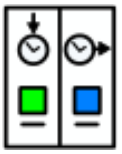
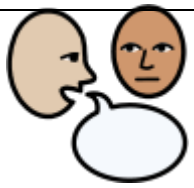
Additional interventions (wave 2) are used to aid children who require extra support to access the curriculum. These are, as much as possible, delivered within the classroom by class teachers or TA's. Some examples may include pre-teaching vocabulary, daily reading support, coloured paper or overlays.

Highly personalised interventions (wave 3) are in place for individuals who require a bespoke level of support. Children receiving wave 3 will also be on the SEND register and in receipt of a personalised plan. These children may also have support from outside agencies.

	When appropriate and necessary, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.



What curriculum adaptations do we make available for all pupils at Roseacre?

		
Visual timetables	Task boards	Bespoke work
		
Assistive technology	Talk partners	Peer marking
Coloured paper	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

These are only some of the adaptations we make to offer the best support for our children.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

How do we communicate with parents at Roseacre?

At Roseacre Junior School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Virtual / in face consultations -
Families can book a separate appointment with one of the SENDCO's during parent's evenings. Families can also contact the school office who will share meeting requests with the SEND team, and they will respond within 48 hours, or sooner in the case of an emergency/ safeguarding concern.
We also hold three coffee mornings a year where parents can meet and support each other in a safe environment alongside our FLO. During these sessions we may gather parent feedback on SEN provision at Roseacre, direct to training courses and support groups.

For children who have an EHCP, or in receipt of a personalised plan, we will invite families to meet with the SEND team 3 times a year to review these together. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.

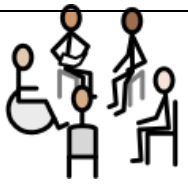
Each academic year, a SEND information evening is planned and delivered by the SEND team, discussing important updates, anything new introduced at school and sharing of relevant information.

How do we get the views of children?

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

How do we evaluate provision?

Using the 'assess, plan, do, review' cycle of evaluation, provision is evaluated regularly. This takes place in many different ways:

- Annual review meetings for those children who have an EHCP
- Three times yearly family meetings for those children who have a personalised plan
- Regular monitoring by the SEND team (learning walks, lesson observations and SEND dialogue meetings with staff)
- Weekly meetings with children, discussing what has worked well over the course of the week
- Teaching staff reviewing class provision maps three times per year
- Personalised plans being reviewed three times per year by relevant staff members who work closely with the child

At Roseacre, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the

How do we train staff in aspects of SEND?

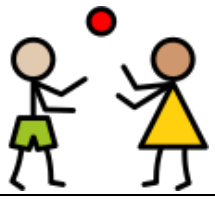
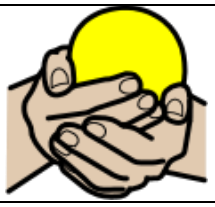
children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. Sometimes, this training is delivered by outside agencies such as STLS (specialist teaching and learning services), at other times the training may be delivered by an expert that is part of the school team.

Staff are also able to request training that they would be interested in completing to support a child, or they may be sign posted to training by the SEND or leadership teams. These are usually outsourced.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Drawing and talking Therapy	Lego Therapy	Sensory needs	Phonics (catch-up)
			
Autism Education Trust	Specific Learning Difficulties	Nurture support	Zones of regulation

How do we organise transition?

Year 2 to Year 3 Transition

As we are a junior school, our intake begins in Year 3. We liaise very closely with all feeder schools to ensure there is a smooth transition between the two environments. This includes providing social stories and offering opportunities for the children to come and see the school, classroom and meet their teacher and TA.

Class teachers, from feeder schools and our school, meet prior to the beginning of the school year to hand over information. SENDCO's from all schools also work together and meet to ensure that any intervention or support is in place ready for the new academic year.

	The Roseacre SEND team will invite families of children on the SEND register to meet with them early on in the school year. This is to share provision that has been put in place, discuss anything that families would like to move forward with and to share how the child has settled. All Year 2 parents who have children attending Roseacre in Year 3, are invited to join an open evening that occurs in the summer term. During this evening, the class teachers, SEND team and senior leadership team are in attendance to give families the opportunity to meet them prior to beginning of the academic year. **End of Year Transition** When children move up a year, we provide transition sheets, called social stories, which include photos of the teacher, TA and classroom environment. We hold a transition day during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans. **Secondary Transition** We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. All provision that is put in place at Roseacre, is shared with secondary schools. All Kent secondary schools are recommended to implement any strategies shared with them from Primary Schools. **Mid-Year new starters** When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Which outside agencies do we work with?	We work with the following agencies to provide support for children with SEND: STLS – specialist teaching and learning service CYPMHS – children's and young people's mental health service Community paediatrics Early Help Speech and Language support Occupational Therapy NELFT – North East London NHS Foundation Trust School Health service We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.

 How do I raise a complaint?	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office. Mr D Woodbridge – Chair of Governors Mrs K Dunnill – SEND Governor
 Kent Local Offer	The Kent Local Authority Local Offer can be found at: https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer The Kent Local Offer directory can be found at: https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0
 Positive Parent Survey Feedback 2023	'The SENCO team have been extremely helpful for us and really listened to my concerns.' 'Amazing!!! Very good at keeping contact up and following up situations. Definitely doing a great job here!' 'Proactive and helpful. SENCO and FLO always approachable and accommodating.' 'Excellent communication and help by SENCO team.' 'Great when detecting the support my son needed with reading.'

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