

**This page is part of the Local offer for Suffolk. Local Authorities are required to publish, and keep under review, information about services that are available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It is also be an important resource for professionals in understanding the range of services and provision in the local area.**

**Suffolk's Local Offer is available from their website:-**

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

<b>SCHOOL NAME:</b>	<b>Rose Hill Primary School (Part of Gippeswyk Community Educational Trust)</b>	
<b>TYPE OF SCHOOL:</b>	<b>Mainstream Provision</b>	<b>Primary</b>
	<b>Type of support.</b>	<b>Quality First Teaching, adaptations and/or targeted support is provided for all pupils who have requirements under the 4 broad categories of need as defined in the SEN Code: Communication and interaction; cognition and learning; social, emotional and mental health; physical and sensory</b>
<b>ACCESSIBILITY:</b>	<b>Fully wheelchair Accessible:</b>	<b>NO</b>
	<b>Auditory/Visual enhancements:</b>	<b>YES</b>
	<b>Other Adaptions:</b>	<b>YES</b>
<b>CORE OFFER:</b>	<p><b>The Special Education Needs Co-ordinator is Hayley Dennis and as a member of our Senior Leadership Team (SLT) her primary focus is provision within the school.</b></p> <p><b>We offer a broad and balanced curriculum and all children benefit from 'Quality First Teaching'. Our staff are skilled at planning scaffolded and adapted lessons to meet the needs of all their pupils. Classroom adaptations are made to include pupils who experience barriers to learning due to their needs as defined under the four broad categories.</b></p> <p><b>The Assess Plan Do Review system is embedded across the school. Pupils' progress is tracked carefully with termly reviews (or sooner if a concern arises) and interventions/adaptations are put into place. In addition, we implement some focused interventions to target particular skills. Support is provided by specifically trained staff and areas of expertise are matched to pupil's</b></p>	

	<b>primary needs.</b>		
<b>POLICIES:</b>	<b>Are the schools policies available on its website for:</b>	<b>SEND</b>	<b>YES</b>
		<b>SAFEGUARDING</b>	<b>YES</b>
		<b>BEHAVIOUR</b>	<b>YES</b>
		<b>EQUALITY &amp; DIVERSITY</b>	<b>YES</b>
	<b>Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2000?</b>		<b>YES</b>
<b>RANGE OF PROVISION:</b>	<b>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</b>		
	<b>Areas of Strength</b>		
	<b>Speech, Language and Communication Provision</b>		
	<b>Specialist Facilities/Equipment to support SEND</b>		
	<b>Access toilet, ramps to multi- level playground, lift, classroom adaptations, blinds, carpeted areas, lighting, ICT technology. In addition an environmental audit is carried out annually to support pupils with visual impairments.</b>		
<b>Input from Therapists/Advisory Teachers/other specialist support services</b>			
<b>The school works closely with other professionals in Health and Education in order to support our pupils.</b>			
<b>Breakfast and After School Club support (extended hours)</b>			
<b>A Breakfast Club and after school club is available</b>			
<b>INCLUSION:</b>	<b>How do you promote inclusion within the school? Including day and residential trips?</b>		
	<b>Lessons are inclusive and learning is scaffolded according to need.</b>		
	<b>Consideration is given so that school visits and residential trips are accessible to pupils with disabilities.</b>		
	<b>At the planning process, the school ensures that any decisions made mean that all our pupils can play a full part in all aspects of school life.</b>		

	<p><b>What proportion of children currently at the school have a SEND?</b></p> <p><b>14% of pupils are currently on the SEND register.</b></p>
<p><b>PARENT SUPPORT</b></p>	<p><b>How do you involve/support the parents/carers of children/YP with SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</b></p> <p><b>Our SENDCO (Hayley Dennis) can be contacted via our school office on a Tuesday, Wednesday and Thursday and Friday.</b></p> <p><b>The school recognises the importance of working closely with all our parents.</b></p> <p><b>There are opportunities to talk to either/or the Principal, SENDCO and Assistant Principal each morning and afternoon on the playground. Class teachers are also available to talk to after school each day.</b></p> <p><b>In addition, meet my new teacher events are part of our school year. We hold parents' evenings twice yearly. A progress and attitude tracker report is written in terms 1 and 2 then a full written report in term 3 with an additional opportunity to talk to the class teacher. Parents are invited in to school for SHARE events and coffee morning events.</b></p> <p><b>In addition, support information is sent home regularly and parents are given the opportunity to discuss this. Further meetings are held throughout the school year with the SENDCO, class teacher and support staff. Home/school contact books are also in place where needed.</b></p> <p><b>The SENDCO works closely with outside agencies to support children with SEND</b></p> <p><b>Information is available on our website at:-</b></p> <p><b><a href="http://www.rosehillprimary.net">http://www.rosehillprimary.net</a></b></p> <p><b>We have a text to parent facility and emailing too.</b></p> <p><b>Please also contact us via the school office on 01473 727552</b></p> <p><b>We are here to listen to you and your child in order to support you, your child and family. We value your active involvement in supporting your child throughout their school life.</b></p> <hr/> <p><b>How will the school prepare children with SEND to join their next class/setting/school/stage of education or life? How to prepare pupils for significant changes?</b></p> <p><b>We have carefully planned and structured transition programmes between key stages and between schools. In addition, we run enhanced transition programmes for some of our pupils. Photograph/ visual packs are made as well as additional visits and liaison with key adults. Including support from outside agencies.</b></p> <p><b>Keyworkers within the school are used to facilitate this. Staff and pupils are also supported by the</b></p>

	<b>SENDCO.</b>
<b>OTHER INFORMATION:</b>	<p><b>What else do you think parents would like to know about your school?</b></p> <p><b>We currently use the following interventions at Rose Hill:</b></p> <p><b>Read, Write, Inc. 1:1 tutoring</b></p> <p><b>Read, Write, Inc Fresh Start</b></p> <p><b>ELKLAN programme</b></p> <p><b>Speech and Language Link</b></p> <p><b>Additional small focus groups</b></p> <p><b>Maths basic skills through Numberstacks programme</b></p> <p><b>Thrive</b></p> <p><b>Nurturing and quality first teaching is embedded across the school</b></p> <p><b>We liaise and refer to all outside agencies as detailed within our SEND policy to ensure we can match programmes/adaptations to needs. The cycle of Assess Plan Do Review is key to this.</b></p>
<b>COMPLETED BY:</b>	<b>Hayley Dennis</b>
<b>Updated</b>	<b>May 2024</b>