

Rose Hill Primary School

SEN Information Report

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Aims

- ▶ To provide every opportunity for all of the pupils with Special Educational Needs within our school to achieve their potential.
- ▶ To raise the aspirations and expectations for all pupils with Special Educational Needs within the school.
- ▶ To take a personalised approach to learning, recognising that every individual has different needs and require differing support to reach their potential.
- ▶ To ensure that all pupils with SEND are fully integrated into the life of the school and take a full part in all activities, having an equal opportunity to represent the school in positions of responsibility within school and the wider community.

Our School Vision

At Oxlip Learning Partnership, we believe that **inclusion is the foundation of a thriving learning community**. Our vision is to create an environment where every learner—regardless of their background, ability, identity, or personal circumstance—feels **welcomed, valued, and empowered to achieve their full potential**.

We are committed to:

- ▶ **Equity in Opportunity** – Ensuring that all pupils and staff have fair access to learning, development, and success.
- ▶ **Respect and Belonging** – Cultivating a culture where differences are celebrated, and everyone feels safe, respected, and included.
- ▶ **Removing or Reducing Barriers** – Actively identifying and dismantling obstacles to participation and achievement, especially for those who may face disadvantage or discrimination.
- ▶ **Empowered Voices** – Listening to and amplifying the voices of our pupils, families, and staff from all walks of life.
- ▶ **Continual Growth** – Embedding inclusive practices in all aspects of school life, from curriculum design to recruitment, and committing to ongoing reflection and improvement.
- ▶ Our Trust stands united in the belief that inclusion is not a one-time goal, but a continuous journey—a journey we undertake with integrity, compassion, and ambition.

Legislation and Policies

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ▶ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- ▶ [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- ▶ This policy also complies with our funding agreement and articles of association.

What is SEND?

Rose Hill Primary School supports children with a wide range of SEN as outlined in the 'Special educational needs and disability code of practice: 0-25 years' (pages 97-98, 2015) [SEN Code of Practice](#)

What is SEND?

At Rose Hill Primary School we make provision for children with a range of needs as set out in the SEND code of practice including children with:

Sensory and/or Physical

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech and Language Difficulties

Cognition and Learning

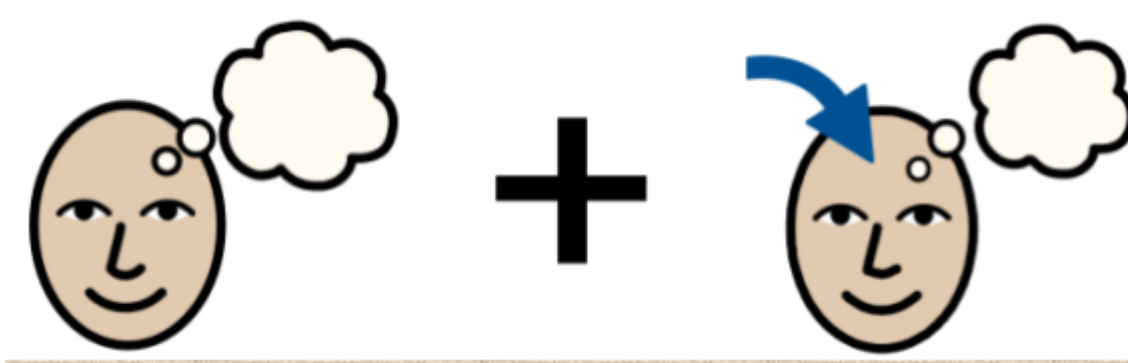
- Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
- Moderate learning difficulties

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety
- Attention Deficit Disorder (ADD)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Communication and Interaction

Children and young people with Communication and Interaction needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with communication and interaction needs is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



Social, Emotional and Mental Health needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We work closely with the local offer including the school nursing team, emotional well-being hub, CAHMS and other appropriate support.



Sensory and/ or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Which staff will support my child, and what training have they had?

Hayley Dennis is our school SENCo (Special Educational Needs Co- Ordinator) and Inclusion Lead. She holds the NPQSEN qualification for SENCos.

All of our staff are provided with regular training in supporting children with SEND needs. The SENDCo supports the provision of CPD within the school. She is also involved in sourcing resources and supporting teachers to develop learning plans and develop inclusive teaching methods to support all children. Teachers and Teaching Assistants are also offered the opportunity for training to develop knowledge in areas such as dyslexia, ADHD, ASD, Makaton and how best to support pupils.

Outside agencies provide training for specific medical needs e.g., asthma, epilepsy, diabetes and anaphylaxis. Further training from the Local Authority is accessed to support pupils' specific needs. Other specialists deliver CPD to support areas of need e.g., speech and language therapists.

We are a member of the National College and this provides all of our staff with a wealth of up to date and detailed CPD on a full spectrum of SEN topics.

What should I do if I think my child has SEN?

If you have concerns around their attainment in any area of curriculum, your child's class teacher is your first point of liaison.

Class Teachers are responsible for:

- ▶ The learning of all the children in their class and the delivery of all National Curriculum subjects
- ▶ Planning for all children
- ▶ Liaising with the SENCo
- ▶ Setting subject specific targets for children identified with a specific learning difficulty and recording progress
- ▶ Following on from this initial meeting a further meeting may be arranged between parent/carer and the SENCo and/or member of the Senior leadership team

SENCo is responsible for

- ▶ Overseeing the day-to-day operation of the school's SEN policy
- ▶ Coordinating provision for children with SEN
- ▶ Liaising with the relevant Designated Teacher for Safeguarding where a looked after pupil has SEN
- ▶ Liaising with parents of pupils with SEN
- ▶ Liaising with other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- ▶ Being a key point of contact with external agencies, especially the local authority and its support services
- ▶ Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- ▶ Working with the Principal and Trust leaders to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ▶ Ensuring that the school keeps the records of all pupils with SEN(D) up to date

What should I do if I think my child has SEN?

At Rose Hill Primary School there is a graduated approach to addressing SEN. Initial identification is the responsibility of the class teacher, unless the child comes from another school or enters the school with an EHCP.

The process begins with the professional judgment of the class teacher with support from the SENCo, subject leaders and senior leaders.

This can be characterised by progress which:

1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. fails to close the attainment gap between the child and their peers
4. widens the attainment gap

How will the school measure my child's progress?

At Rose Hill Primary School, high-quality teaching remains the primary approach to securing pupil progress. Teaching is carefully adapted to address individual areas of need, with targeted support implemented where appropriate. This may include differentiated work within class, placement in a targeted phonics, English, or mathematics intervention group, or participation in a time-limited intervention programme. These provisions are delivered for a measurable period and are regularly reviewed to evaluate their impact on pupil progress and inform next steps.

Where progress continues to be less than expected following a time specific intervention, external professional's advice may be sought or they may be identified for further support. If pupils are referred to external professionals, or have a number of interventions within school, the pupil may be placed on the school's SEN register so that we can better monitor their progress.

If the pupil has significant difficulties and has multi-agency involvement, the school may apply for an Education, Health and Care plan. An Education, Health and Care plan (EHCP) describes your child's special educational need and/or disability (SEND) and the help they will get to meet their needs.

How will I be involved in decisions made about my child's education?

Universal (everyone)

Rose Hill Primary School has two parents' evenings a year where all parents/carers have a time slot to meet with their child's class teacher to discuss their progress in all areas of the curriculum. The SENCo is also available at these parents' evenings. There is a further opportunity following the children's summer school report to make an appointment to discuss your child's progress.

Targeted (some children)

Once per term, parents of children on the SEN register will receive their individual learning plan. For the majority of children this information will be shared at parents' evening in discussion with you. Your child will also have an input into their targets in discussion with their class teacher. Parents will also have an opportunity to express their voice and make comments on their child's plan.

EHCP Review meetings

For children with an EHCP, there will also be an annual review of the child's EHCP outcomes. External professionals working with the child will be invited. Written pupil voice information is also gathered before the meeting to ensure that anything that the child would like to raise is discussed in the meeting.

How will the school adapt its teaching for my child?

- ▶ Pupils with Special Educational Needs have the greatest need for inclusive and high- quality teaching and are entitled to provision that supports achievement and enjoyment of school.
- ▶ At Rose Hill Primary School we use evidence-based approaches to ensure high -quality teaching for all. We ensure that all pupils have access to high -quality education and support their learning through a range of strategies. We adapt and make use of these strategies to meet the ever -changing needs of the pupils.

They include:

- ▶ Ensuring that our language and instructions are clear and explicit for all, utilising a range of communication techniques.
- ▶ Using a range of cognitive and meta cognitive strategies to help pupils learn and build their understanding in a consistent and increasingly independent way.
- ▶ Flexibly adapt the way we group and support the children with activities and adult support that is best suited to them and different ages and stages.
- ▶ Use a range of physical and visual supports and scaffolds to help children to access their learning.
- ▶ Make use of technology to support the delivery of interventions and to help children to record their learning

How will the school adapt its teaching for my child?

Staff are trained in a variety of approaches to teaching and learning, which mean that we are able to adapt to a range of SEN (specific learning difficulties-including dyslexia; Autistic Spectrum Disorders; speech, language and communication needs; and social, emotional and mental health difficulties).

This may involve but is not limited to:

- ▶ Small group or individual support out of class (interventions).
- ▶ Support to regulate their emotions through Zones of regulation and Therapeutic Thinking approaches.
- ▶ Changing type and length of instructions given.
- ▶ Alternative resources and specialist equipment may be given to your child e.g. specialist workstations, IT access, visual prompts, writing slopes, concentration cushions, colour overlays, pen/pencils grips or easy to use scissors.
- ▶ Specific targets are identified for each pupil with SEN through an Individual Support Plan. The plan outlines the intended outcomes, the provision and strategies to be implemented, and the staff responsible for delivering and monitoring support.
- ▶ Use of dyslexia friendly resources.
- ▶ Use of communication resources such as Widgit symbols .

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals.

How will the school adapt its teaching for my child?

The range of SEN provision is reviewed annually by the Senior Leadership Team, including the SENCo. A graduated range of evidence-based strategies and interventions is implemented to address identified needs and support pupils in closing gaps in attainment and key skills development.

Internal Support -intervention:

- ▶ Adapted in-class support
- ▶ Read, Write, Inc. 1:1 daily tutoring
- ▶ Speech and Language groups using Speech and Language Link
- ▶ Daily 1:1 reading
- ▶ Thrive sessions
- ▶ Forest school sessions
- ▶ Fine motor support
- ▶ Touch typing support

External agencies within school

- ▶ Speech and Language Therapists, on site, working directly and indirectly with identified children.
- ▶ Outreach support for children from the Specialist Education Service (SES)
- ▶ School nurse service
- ▶ School Mental Health Support Team
- ▶ Psychology and Therapeutic Team
- ▶ Suffolk Young Carers
- ▶ Occupational Health and Physiotherapy Team

How will the school resources be secured for my child?

- ▶ Mainstream schools receive core funding for every pupil on roll, which is used to support their educational provision. In addition, schools receive a notional SEND budget through the national funding formula to help meet the additional needs of pupils with SEND.
- ▶ Schools can apply for HNF (High Needs Funding) in certain circumstances to meet the needs of pupils with significant additional needs. The funds are banded and range from £1500 to £13000 per year dependant on need. The Local Authority manage, monitor and moderate applications for these funds.
- ▶ In very few circumstances in mainstream, a personal budget is formed as part of an EHCP in order to fund a significant alteration to the provision. usually available
- ▶ Inclusion Mainstream Funding (IMF) is additional funding provided to schools to help meet the needs of pupils with higher levels of SEND who require support beyond what would typically be expected through a school's ordinarily available provision.

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

- ▶ All children at Rose Hill Primary School are entitled to attend school trips, after school clubs and to be included in activities at school where the level of risk has been assessed. Appropriate reasonable adjustments will be made in order to ensure this.
- ▶ Rose Hill Primary is a fully inclusive school where diversity is actively celebrated through its policies, practices, curriculum, and wider school culture. Children and adults with SEND are valued members of the school community, and pupils are regularly exposed to positive and representative images, resources, and experiences that promote understanding, inclusion, and respect for difference.
- ▶ A range of whole-school strategies and targeted interventions are implemented to promote positive social interaction, emotional wellbeing, and inclusion for all pupils. These include the Zones of Regulation, social stories, assemblies, play leaders, Jigsaw, and Thrive sessions, which support pupils in developing social, emotional, and relationship skills.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- ▶ Rose Hill Primary school and Oxlip Learning Partnership is committed to providing an inclusive environment where accessibility for all pupils is central to its ethos. We welcome pupils and families with a wide range of SEND and medical needs and are committed to making reasonable adjustments to the environment and provision to ensure all pupils can access and participate fully in school life.
- ▶ Rose Hill Primary school is a two-storey building, with a small number of rooms accessed via a step. A lift is available for pupils and adults, and access from outside into the main building is level and unobstructed. An accessible toilet for pupils is located near the main reception area. The playground is situated across two levels, with ramp access provided to support accessibility throughout the site.
- ▶ Appropriate facilities are available to support pupils with medical, personal care, and intimate care needs, ensuring their health, wellbeing, dignity, and independence are maintained throughout the school day.

How does the school support pupils with disabilities?

- Please follow this link to access our Accessibility policy on our school website

<https://www.rosehillprimary.net/policies>

How will the school support my child's mental health and emotional and social development?

- ▶ All staff and governors at Rose Hill Primary school are committed to providing a caring, safe, and stimulating environment that supports pupils' social, emotional, physical, and moral development. Where concerns arise regarding a pupil's behaviour or wellbeing, parents/carers will be contacted by the class teacher, SENCo, or pastoral team to discuss concerns and agree appropriate support strategies.

Commonly used interventions and strategies include:

- ▶ Zones of Regulation
- ▶ Thrive
- ▶ Social story sessions
- ▶ Parental signposting to SENDIASS
- ▶ Trusted adult point of contact
- ▶ Referral to SES, school mental health team, school nursing team, Families First, Suffolk Emotional Well-being hub and/ or Psychology and therapeutic teams.

What support will be available for my child as they transition between classes, settings or in preparing for adulthood?

Rose Hill Primary school has established systems and procedures to support effective transitions for all pupils. Relevant information is shared with receiving and previous educational settings, as appropriate, to ensure continuity of support. We work closely with our partner schools to facilitate a smooth and positive transition, helping pupils and their families feel well prepared and supported throughout the process.

Examples of strategies to support transitions to and from our school include:

- ▶ Agreeing an enhanced transition package between destination high schools and families
- ▶ Observing young children in their pre-school settings before they arrive at school
- ▶ Working with in-year transfer schools ahead of transition for pupils who may find transition difficult
- ▶ Offering pre-arrival meetings with parents/carers to discuss pupil's needs ahead of transition
- ▶ Offering "stay and play" sessions for pre-school pupils
- ▶ Meet the teacher events for parents before transitioning from pre-school

What support is in place for looked after and previously looked after children with SEN?

Rose Hill Primary School is committed to providing comprehensive and tailored support for looked-after and previously looked-after children with Special Educational Needs (SEN).

We ensure that each child receives:

- ▶ Personalised Education Plan that addresses their individual learning and developmental needs.
- ▶ Regular monitoring and assessment to track progress and adjust support strategies as needed.
- ▶ A designated teacher responsible for coordinating support, liaising with external agencies, and ensuring continuity of care.
- ▶ Collaborative working with carers, social workers, and other professionals to create a strong, supportive network around each child.

We work closely with the Virtual School to support looked-after and previously looked-after children with SEND. This collaborative approach ensures that pupils receive coordinated academic, pastoral, and emotional support, enabling them to thrive and achieve positive outcomes within an inclusive and nurturing school environment.

What if I am not happy with a decision or what is happening for my child?

If you have any concerns regarding your child's special educational needs and/or disabilities (SEND), please contact your child's class teacher in the first instance and request a meeting with the SENCo. Should you feel that your concerns have not been resolved following this discussion, please refer to the school's Complaints Procedure for further guidance

The Oxlip Learning Partnership has a complaints procedure which can be found on the school's website:

<https://www.rosehillprimary.net/policies>

Glossary

Annual review – an annual meeting to review the provision in a pupil's EHC plan
Differentiation/ adaptation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

Suffolk Local Offer

Information about support services and local opportunities for children and young people with SEND

<https://www.suffolklocaloffer.org.uk/>

Suffolk SENDIASS

Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential. They can help children, parents and young people take part in decisions that affect their lives.

Helpline: 0808 808 3555

Text: ADVICE4ME: 87007

Email: enquiries@suffolksendiass.co.uk