



# Rosslyn Park Primary and Nursery School

## Special Educational Needs and Disability (SEND) Information Report

Reviewed: Spring 2023

### **Introduction**

At Rosslyn Park we have a whole-school approach to inclusion and are committed to meeting the needs of all children and helping them become independent learners. We use a systematic approach to ensure early identification of children with SEND, and a graduated response so they receive the support they need to make progress. All teaching staff receive regular training in SEND in areas such as Dyslexia, Autistic Spectrum Disorder and Social, Emotional and Mental Health. Rosslyn Park is supported by special needs professionals from the Local Authority and the SEND Lead Associate for Transform Academy Trust to ensure the best outcomes for children. There are two Special Needs and Disabilities Coordinators (SENDCOs), Diane Macedo in EYFS and Key Stage 1, and Glenn Hickson in Key Stage 2. Both SENDCOs work closely with the SEND Governor, Rachel Meli who oversees the leadership and management of SEND at our school.

### **Definitions of Special Educational Needs and Disability**

The Code of Practice (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty and 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 significant 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

## **The Local Offer**

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged up to 25 years. The Local Authority refer to this as the “Local Offer” which can be found on their website [www.nottinghamcity.gov.uk](http://www.nottinghamcity.gov.uk)

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision available in the local area.

## **Kinds of Special Educational Needs and Disabilities**

Special needs and provision can be categorised by four broad areas:

- Communication and Interaction (including Autism)
- Cognition and Learning
  - Social, Emotional and Mental Health (SEMH)
  - Sensory and Physical.

### **Communication and Interaction**

Children with speech, language and Communication Needs (SLCN) 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. Children with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation, Learning and cognition difficulties include:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health Difficulties (SEMH)**

Children may experience a wide range of social, emotional and mental health difficulties which may lead them to becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health

difficulties, such as anxiety and depression or disorders such as Attention Deficit Hyperactive Disorder (ADHD).

### **Sensory and Physical Needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities in school. These difficulties include:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

These children will require specialist support and equipment to access their learning.

### **Who to speak to about a child with, or who may have SEND**

The Class Teacher

The Special Educational Needs Coordinator (SENDCO) Diane Macedo/Glenn Hickson  
The Headteacher (Scott Mason)

The SEND Governor (Rachel Meli)

The Class Teacher is responsible for:

Checking on the progress of children and identifying, planning and delivering any additional help they may need and informing the SENCO as necessary.

Writing Individual Education Plans (IEPs) with specific targets and Provision Maps, and sharing and reviewing these with parents, termly.

Ensuring the school's SEND Policy is followed in their classroom and for all children they teach with SEND.

Overseeing the support that teaching assistants provide children with SEND. Ensuring that parents are involved in supporting children's learning.

Ensuring children with SEND have a voice about how they are supported.

The Special Educational Needs Coordinator is responsible for:

Developing and reviewing the school's SEND Policy.

Coordinating support for children with SEND.

Providing specialist support and training for teachers and support staff.

Informing parents about their child's needs, the support they receive, and involving them in meetings to review their progress.

Liaising with outside professionals who may help support children's needs in school.

Updating the school's SEND register and record keeping.

The Headteacher is responsible for:

The day-to-day management of all aspects of the school, including the support for children with SEND.

The headteacher will give responsibility to the SENDCOs and class teachers, but is still responsible for ensuring children's special educational needs are met.

Reporting to the Governing Body of the school and keeping them up to date about issues relating to SEND.

The SEND Governor is responsible for:

Making sure that the necessary support is given for all children with SEND who attend the school.

### **Identification and Assessment of children with SEND**

At Rosslyn Park, children are identified as having SEND through a variety of ways including:

Liaison with the previous educational setting

Tracking assessment information- is the child performing significantly below age expected levels (two academic years or more)?

School based assessments including *Routes 2 inclusion (R2i)* carried out initially by the class teacher.

Further school-based assessments carried out by the SENDCO where concerns have been raised.

Concerns raised by parents.

Concerns raised by the child.

Liaison with external agencies.

Health diagnosis.

Once a child has been identified as having SEND they are placed on the school's SEND register with their area of need recorded.

### **How we Support Children Identified with SEND**

At Rosslyn Park we have a graduated approach to supporting children identified with SEND, taking the form of a four-part cycle using *Routes 2 inclusion*.

**Assess:** an analysis of the child need will be carried out by the class teacher and the SENDCO. Outside agencies may also be involved.

**Plan:** the SENCO works with teaching staff to set individual targets and plan support for the child to create an Individual Education Plan (IEP). This is shared with the child and parents/carers.

**Do:** interventions/support delivered.

**Review:** the effectiveness of the intervention/support will be reviewed regularly.

If the child has not yet met the criteria to reach SEN Support, they are placed on a “concern” list and their progress is monitored.

### **Support Available for Children with SEND**

At Rosslyn Park, we use a graduated approach to ensure children with special needs receive the best support as quickly as possible. Support available includes:

#### **Class Teacher Input through Quality First Teaching**

Class teachers are responsible for:

- Targeted classroom teaching and differentiation.

  - Having high expectations for all children in their class.

  - Building on what children can already do.

- Creating a supportive learning environment.

  - Adult support during lessons, individually and/or in a small group. Use of additional learning resources.

  - Specific strategies suggested by the SENDCO or specialist teachers.

  - Identifying gaps in their learning through tracking pupil progress.

  - Promoting independence.

#### **Intervention Programmes**

At Rosslyn Park, we run a wide range of interventions for children with additional needs which are delivered individually or within a small group. An intervention programme may be run by a teacher or teaching assistant (TA) in the classroom or in another room or work area.

#### **Specified Individual Support**

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention programmes. They may have severe, complex needs that require additional individual, or small-group, support. Using Routes 2 inclusion Children identified with this kind of need will be referred to specialist external agencies by the SENDCO. This helps the school to understand children’s particular needs better and be able to support them more effectively in school. Rosslyn Park involves specialists from a number of agencies including:

- Learning Support

Autism Team

Behaviour Support Team

Educational Psychologist

Community Paediatrician

Behaviour and Mental Health Team

Talk-4-Learning (Speech and Language Therapy)

### **Enhanced Provision**

At the centre of the school building at Rosslyn Park, we have an Enhanced Provision Room (EPR). Opened in January 2021, the EPR is a purpose-built facility for a minority of children with sensory difficulties who struggle to access the curriculum in a mainstream classroom environment. The EPR is designed around children's needs to help them enjoy school and engage with the curriculum at their level with bespoke, interactive resources. There is a high ratio of adult support, including three TAs and a teacher teaching approximately 10 children.

### **High Level Needs Funding (HLN)**

In exceptional cases, where the school is putting in support which costs more than the funding available in school, the SENDCOs can apply to the Local Authority for Higher Level Needs funding (HLN) for individual children. Requests are moderated by specialists in the Local Authority Special Educational Needs Team before going to a panel where allocations are decided. However, whether or not the child meets the threshold for additional HLN funding, this should not affect the amount of support child receives as it is the school's responsibility to ensure their needs are met.

### **Education and Health Care Plans (EHCPs)**

An EHCP is a detailed plan that brings together a child or young person's educational and health care needs into a single legal document.

Only a very small percentage of children and young people with SEND require an EHC plan.

If despite effective implementation of the graduated approach to support, a child continues to struggle to make expected progress, the child's parents/carers and/or their educational setting may decide that an application for an EHC needs assessment is required.

A request for an EHC needs assessment may be made by:

A parent

A young person over the age of 16

A school or setting

A social worker for a child who is looked after by a local authority

Further information and documents about the process can be found on the Local Offer web site at [Education Health and Care \(EHC\) Needs Assessments and Plan](#)

### **Contact Details**

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