

# Rokeby Park Primary School

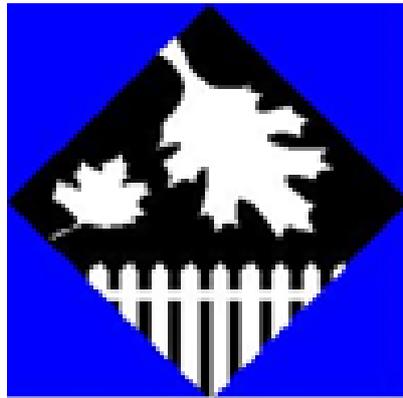
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*Aim to be the best you can be*

## **SEND Information Report**

Date of Original Policy: January 2015  
Date of last review: September 2016  
Date of next review: September 2017

At Rokeby Park Primary School we believe that each child is an individual, with their own strengths and individual needs. Through a varied and differentiated curriculum we aim to enable every child to achieve success.

### **Information about the Schools Special Educational Needs Provision**

#### **Aims and objectives:**

- *To enable every child to achieve their full potential and become confident individuals living fulfilling lives;*
- *To secure the necessary high quality provision for any pupil with special educational needs;*
- *To offer all children access to all areas of the curriculum;*
- *To ensure early identification of special educational needs;*
- *To ensure careful monitoring arrangements so that pupils receive the relevant short or long term support;*
- *To provide resources suitable to the requirements of the individual;*
- *To praise and recognise all effort and value it;*
- *To establish a caring, secure and stimulating environment;*
- *To encourage the development of confidence and self-esteem in each individual;*
- *To ensure that children and their parents/carers are involved in discussions and decisions about their individual support and provision;*
- *To develop and establish a partnership between parents, children, the school, the Local Authority (LA) and other agencies in order to secure the most effective provision possible for every child.*

### **Definition of Special Educational Needs (SEN)**

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEND Code of Practice 2014

### **Definition of Disability**

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities”

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

A child has special educational needs if he or she has difficulties that call for special educational provision to be made. Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

## **1. Special Educational Needs for Which Provision is Made**

Rokeby Park Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairments (HI), visual impairments (VI) and multi-sensory impairment (MSI).

The school has experience of supporting children with many of the above, but especially SLCN, ASD and SpLD including dyslexia.

Admission arrangements are the same for all children as determined by the LA. If a child in Nursery has been identified as having special educational needs then advice and appropriate support is given to both child and parents prior to entry into the mainstream school. The level of support for pupils with special educational needs is determined by the needs of the individual.

## **2. Policies for the Identification and Assessment of Pupils with SEN**

Early identification of pupils with SEN is a priority. The school obtains information about pupils by looking at:

- *Evidence obtained by teachers, such as observations and assessment data.*
- *Records from previous school/pre-school placements.*
- *Information provided by parents.*

Assessment data for each subject enables the school to consider the individual child's attainment and progress against the National Curriculum age related expectations. Children whose attainment is significantly below the expected norms may have special needs.

The following information is also sometimes used/taken into account:

- *Reading test results*
- *SATs/Optional SATs results*
- *Phonic assessment and testing results*
- *Referrals to the SENCO*
- *Assessments completed by outside agencies such as City Psychological Services, Integrated Physical and Sensory Service (IPaSS) or Speech and Language Therapists (SaLT).*
- *Any other reasons such as: moving schools or home, a new baby, or the death of a relative.*
- *The child's own views*

When parents/carers express concerns about their child class teachers discuss any concerns with the SENCO. Class teachers identify children who may require additional or different support.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap

The first response to such progress should be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN.

SEND code of practice 2014

When a child is identified as having special education needs the SENCO and class teacher:

- *Identify the child's skills and highlight areas for action;*
- *Ensure ongoing observations and feedback to all involved;*
- *Involve the parents;*
- *Attend SEN reviews and contribute to them.*

The school adopts a graduated approach with four stages of action: assess, plan do and review. When a pupil requires additional support to make progress then strategies are put into place that are, additional to or different from, the differentiated approaches and learning arrangements normally provided for all children. Class teachers remain responsible for planning and delivering individualised programmes as part of the graduated approach.

The class teacher keeps all the information about the child's needs in a purple file. Small achievable targets which aim to move a child forward in their learning are identified and attached to the purple file. The child also has a purple book in which assessments are made of progress against the targets. This file is handed to all professionals who work with the child. Targets will be written by the class teacher following discussion with the SENCO.

The SENCO, supported by the Senior Leadership Team ensures that all staff have the sufficient skills and knowledge to deliver the interventions that children need.

Where a child continues to make less than expected progress, despite support and interventions that are matched to the child's area of need being implemented, we may seek expert advice and support from specialists/outside agencies. The SENCO may decide that extra training is required for some members of staff who work with children with specific SEN, in order to meet the child's needs. Staff are sent on additional training as and when this is required.

### **Education Health and Care Plans (EHC plans)**

When it is felt that insufficient progress has been made despite the best efforts of the school, further advice will be sought and a decision to apply for an EHC plan might be made.

Education Health and Care Plans are issued by the Local Authority and are jointly supported by the local authority, the health service and social care. They plan joint services and provision for children with severe and complex needs.

The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future

- any education, health and care needs they have
- the goals or outcomes for the child agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goal for the child for the next year, and the activities that everyone supporting the child will put in place so support them. Children with an EHC plan are particularly vulnerable and have a home school book to give daily feedback on how a child has been at school that day. Parents are also invited into school give them specific feedback or if we need to discuss specific achievements, concerns or observations.

If your child has an Education, Health and Care Plan we will discuss their progress with you every term and have formal reviews with you and your child at least annually. Where a personal budget is being used for those with an EHC plan, the school will support the child's involvement in decisions about the support they receive.

Statements of SEND are being replaced by Education Health and Care Plans for those that need them.

### **3. Policies for Making Provision for Pupils with SEN**

At Rokeby Park we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. Pupils with SEN will only be removed from the class to carry out additional support/intervention groups according to their need. The school has a clearly developed cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of the children.

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- Provision maps are drawn up by all class teachers and copies are kept by the class teacher in their planning file. They are also handed to the SENCO and the head teacher. These identify the provision that is in place for the child which is different from and additional to the provision for all other children in the classroom.
- The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCO and the pupils themselves. Evaluation is ongoing and based on the tasks set, targets, teacher/support staff observations and the pupils own concerns. Rewards and praise are important when supporting pupils with special educational needs, alongside a small steps approach.
- Any provision that is delivered outside of the classroom by other agencies is added to the provision map and the report inserted into the purple file.
- Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, are assessed on a termly basis in all subjects in line with the whole school Assessment Policy. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Rokeby Park are:

- Differentiated work in class;
  - In class support, where a teaching assistant supports one or more children to understand the content of the lesson;
  - Small group withdrawal, where a member of staff delivers a short term English, maths or other intervention to a small group of children;
  - One to one withdrawal, with targeted support for a specific area of need;
  - Social skills groups are sometimes used to support children with social and emotional needs.
- f. After school sports activities are provided by the school for all pupils. Pupils with special educational needs are encouraged to participate and appropriate support is provided where necessary. Pupils with special educational needs are also fully included in whole school productions.
- g. Additional help is given to pupils requiring emotional and social support in the form of social groups and a pastoral system that operates for all pupils in the school, including those with special educational needs.
- h. The SENCO provides advice to teachers and teaching assistants about appropriate ways forward for children with special educational needs. Class teachers ensure work is differentiated appropriately to meet the individual needs of children. Teaching assistants working with children identified as having special educational needs work under the direction of the class teacher or SENCO. The children have work set based on their individual needs.

Some of the interventions that are used at Rokeby Park Primary School are:

- Fischer Family Trust (FFT) – FFT is a reading intervention. Children have one-to-one tuition, with a trained teaching assistant, until they reach a level which is similar to that of their peers. The FFT sessions are observed termly by the SENCO, to ensure continued good practice and to support professional development. The SENCO will assess the children involved before they begin the programme and again at the end of the programme to monitor the effectiveness of the intervention. Children who carry out the FFT programme are carefully selected by the SENCO and class teacher.
- Speech and Language intervention – trained teaching assistants work with targeted children on a one to one basis or in small groups. The teaching assistants have been trained by speech and language therapists and deliver sessions to children to continue the work of the therapists.

#### **4. Contact details of the SEN Co-ordinator (SENCO)**

The Special Educational Needs Coordinator is Miss Michelle Ball; she can be contacted at the school.

SENCO: Miss Michelle Ball  
 Contact telephone number: 01482 508915  
 Email: [mball@rokeby.hull.sch.uk](mailto:mball@rokeby.hull.sch.uk)

The SENCO works closely with all staff and regularly meets with teachers, teaching assistants and outside agencies to ensure children's special educational needs are being met.

## **5. Expertise and training of staff in relation to children and young people with special educational needs**

Class teachers have responsibility for identifying pupils with SEN. Making higher quality teaching available to the whole class means that fewer pupils will require additional special educational provision. The first response to ensuring children are making expected progress is high quality teaching targeted at children's areas of weakness.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- *Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN pupils;*
- *Collaborating with the SENCO to decide the action required to assist the pupil to progress;*
- *Working with the SENCO to collect all available information on the pupil;*
- *In collaboration with the SENCO, develop targets for SEN pupils, as part of the on-going review system;*
- *Working with SEN pupils on a daily basis to deliver the IEP targets within differentiated planning;*
- *Developing constructive relationships with parents.*

Internal staff training is encouraged at Rokeby Park School. Members of staff who have expertise in particular areas are encouraged to share their experience and knowledge. The SENCO supports staff to enable them to provide a learning environment where children with special educational needs can progress to the best of their ability. This includes teaching ideas, support strategies, interventions and record keeping. The school have an ongoing policy for CPD (Continued Professional Development) for all staff.

The SENCO attends termly network meetings and disseminates issue arising from these meetings. Staff seek training from outside support agencies when necessary including outreach and transitional support. Here is a list of external agencies (taken from Hulls Local Offer) who the school may contact:

## **Educational Services**

Hull City Psychological Service  
Primary Standards and Improvement Team  
FASS Team (Portage)  
Children's Centre Nursery Classroom, Walker Street  
Language Unit  
SENCO Support  
The White House PRU  
Integrated Physical and Sensory Service (IPaSS)  
Northcott Outreach  
Ganton School  
Tweendykes School

## Health Services

Children and Adolescent Mental Health Service (CAMHS)  
Children's Learning Disability Team  
Physiotherapy  
Occupational Therapy  
Speech and language Therapy  
School Nursing Service  
Primary Mental Health

## Voluntary Organisations

KIDS  
Barnardos  
NSPCC  
Children and Families Disabilities Team

Staff also attend training courses provided by the Local Authority.

### **6. Equipment and facilities to support children and young people with special educational needs**

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual and hearing needs.

All areas of the school are on one level and can be accessed by a wheelchair.

### **7. Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents are invited to discuss with the SENCO (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally;
- b) Parents' Evenings, when advice and support in helping their child at home can also be given;
- c) Formal reviews of their child's progress with the SENCO and class teacher

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in pace for the child. Following this, decisions can be made regarding next steps.

### **8. Arrangements for consulting young people with special educational needs about their education**

The child is involved (as is appropriate) at every stage of the assess, plan, do, review process:-

- a) At the initial assessing and planning stage, in order to support a 'person centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

- b) Where the child may be unable to verbally communicate or provide written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- c) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

The child is able to discuss any aspect of their provision in a number of ways:-

- a) Informally with their class teacher on a regular basis;
- b) Where appropriate, the child will attend a more formal meeting to review their progress and provision;
- c) A child may contribute to this meeting by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

#### **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.**

We are committed to listening to what a parent has to say and to respond to their concerns and in this way we hope that concerns can be addressed quickly and informally. If a parent has a concern, we encourage them to contact us as soon as possible and not to wait for the next formal opportunity to meet. Any parent is able to make an appointment to see our SENCO to discuss the provision that is in place to support the needs of their child.

Should the need arise for a parent to make a complaint relating to the SEND provision that has been put into place, please tell us promptly by contacting the following people in this order

- The SENCO (details above)
- The head teacher – using the main school number-01482 508915

If you still feel you have a complaint, please fill in the complaint form which can be found at the back of the complaints policy. This is available from the school or on the website. Please send the form to the chair of the Governing Body, Ms Lorna Jarvis (through school office, marked private and confidential).

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 03001234666.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved.

Parents will be made aware of the Parent Partnership service (KIDS) provided by the LA.  
KIDS– 01482 467540. Website: <http://www.kids.org.uk/Event/hull-parent-partnership-service>

#### **10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support service. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAHMS for Mental Health Needs
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Dove House Bereavement Support Team
- Sibling Support Services – Barnados
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these and more can be found in the Hull Authority Local Offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout the process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

All contact details are detailed in the links provided in the Hull Authority Local Offer.

**12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25 years.

For example Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> College/Higher Education -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a

special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/programmes or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into their new routines.

The school liaises with other schools to ensure the smooth transition from one school to another. When a child with SEN is admitted to the school the SENCO seeks information from the previous school. Children with SEN in Year 6 are discussed with the SENCO of the receiving school, and all information is transferred appropriately.

All children with a Statement of Special Educational Need/Education Health Care Plan must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

Dependent upon the school’s setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work closely with families and our partner organisations to make sure changes are planned and well managed.

	<b>Additional arrangements for children with SEND (examples)</b>
Joining the school in Nursery and/or Reception	<ul style="list-style-type: none"> <li>• Where necessary, Transition meeting with the previous setting.</li> <li>• A plan is drawn up with main carer and your child (could include additional visits, pictures or transition book. Some children may also need social stories about ‘moving on’)</li> </ul>
When moving to another school	<ul style="list-style-type: none"> <li>• We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals</li> <li>• Sharing of relevant information</li> </ul>
When moving groups/forms/classes in school	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher</li> <li>• Work with child to prepare for the next class through: transition books, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays</li> </ul>
Moving to secondary school	<ul style="list-style-type: none"> <li>• During Year 5 and 6 the SENCO will meet with the secondary school to discuss the specific needs of your child, and the nature and level of support which has had the most impact.</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex.</li> </ul>

**13. Information on where the local authority’s offer is published**

Here is a link to the local offer website where their local offer is published:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelD=3018&lockLA=True>