

Rockcliffe CE Primary School SEN Information Report 25/26

**Our school vision aligns with our vision for SEND:**

**Our school community is constructed on a base of firm foundations, which provides all children with the scaffolding and tools to develop their strength, creativity and**

**wisdom to weather any storm.**

At Rockcliffe CE School, we welcome all children and we believe that each one should be supported to achieve their very best. Currently, our school has a higher percentage of children with Special Educational Needs or Disabilities (SEND) than the national average for primary schools. We believe that building positive relationships with families is the key to supporting children with SEND.

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| How does the school know if a child needs extra support and what should I do if I think my child has SEND? |
| Initially, parents/carers should raise any concerns with their child’s class teacher. They can also request an appointment with our Special Educational Needs Co-ordinator (SENCo) Mrs Rachel Jones.  ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015)  **At Rockcliffe CE Primary School, we may identify a child with SENin various ways:**   * The needs of a child or young person with SEN will fall into one or more of the following four areas - *Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Physical and Sensory.* * Information passed on by feeder nurseries or other primary schools during transition processes will identify pupils who are already on the SEN register. Any initial concerns about pupils not yet on the SEN register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary. * Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below expected age levels. These pupils will be discussed as part of Pupil Progress Meetings that are held regularly between teachers and the Acting Headteacher. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the pupil will then be discussed further with our SENCo. * Class teachers can seek advice from our SENCo regarding concerns that they have about a child displaying possible Special Educational Needs at any time. Following discussions, the SENCo may look at the child’s work, observe the child in class, and / or complete some activities with them 1:1 to assess particular learning needs. * Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEN register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need includes Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatricians, School Nurse Team, Social Care, CAMHS (Child and Adolescent Mental Health Services) and GPs. * *If a child ‘s learning progress to a level where they no longer need* ***additional to*** *or* ***different from*** *support, they will be removed from the SEN register.* |

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| How will the school support my child? |
| * Class teachers will set the highest expectations and deliver high quality teaching to all children. Together with teaching assistants, they will plan and deliver any additional support required by individual pupils, with advice from the SENCo as appropriate. * At Rockcliffe CE Primary School, we have a range of experienced and trained Teaching Assistants (TAs) who will provide support for all children, including those who require extra intervention and support. For some pupils with very specific needs, a planned **intervention programme** may be delivered by one of our TAs.   In line with the SEND Code of Practice, we follow a graduated **‘assess, plan, do, review’** approach to identify and support our pupils with SEN:  Children on the SEN register may have an **Individual or Group Educational Plan** with SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets to help them to progress with their learning. These targets may be academic, social or a combination of both. In Autumn 2023, we begin using Provision Map to help create IEPS and help share these with families.   * There are three support plan cycles each academic year. They are reviewed and then shared with parents in October, March and July. During these intervals, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child’s needs. * Once a year, as part of the target setting process, each child has the opportunity to talk to their class teacher about what helps them to learn and their aspirations for the future. IEPs are held in classrooms and the children are encouraged to be a part of the ongoing monitoring and review process. * Parents of pupils with SEN will be offered three opportunities to speak with class teachers to contribute to the setting and review of IEP targets each academic year. This will be in addition to Parents’ Evening appointments. Within the IEP document, parents will be guided towards keys ways in which they can support their child at home. * Children may be provided with specialist resources which are tailored specifically to their needs. These may include adapted writing equipment, sloped writing tables, enlarged keyboards and large font texts etc. * All children are assessed for their suitability to sit the SATS tests following the guidance laid out by Department for Education (DfE). Any child who meets the criteria for additional time, a scribe, a reader or being dis-applied is given the correct level of support. Assessment is then carried out by the class teacher. |

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| How will I know how well my child is doing and how will you support me to my child’s learning? |
| * Rockcliffe CE Primary School uses continuous formative assessment as well as summative assessment to track each child’s progress. Progress is measured against national expectations, and assessment systems help teachers to identify the next learning steps for their pupils. * We hold two parents’ evenings a year: the first is at the beginning of the year to discuss how the children are settling, discuss initial assessments and answer queries you may have about your child or the learning we provide here at Rockcliffe CE Primary School. The second is held in the first half of the Spring term where we will share more information about your child’s current attainment and the ways we can work together to support them. * In addition to this, parents of pupils on the SEN register will be invited into school three times in each academic year to discuss their Support Plan targets. * For children with an EHCP, a meeting will be held before an annual review where academic attainment will be shared briefly. * Teachers are happy to meet with parents at any time to discuss the progress that their child is making. This can be arranged by making an appointment directly with the class teacher or through the school office. * Following termly Pupil Progress Meetings, the Senior Leadership Team (which includes our SENCo) discuss where extra support and intervention may be needed to support groups and individuals across school. Parents are informed of any additional interventions that their child undertakes. * Parents are provided with information to help them to support their children at home. * Read Write Inc Parent sessions are delivered so you can support your child with early reading and phonics. * KS2 SATs meeting take place to help you support your child’s learning. Here information will be given about the SATs, government expectations for writing and examples of how to complete arithmetic calculations so you can help support your child at home. |

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| How will the school’s approach to teaching and learning be matched to my child’s needs? |
| * Lesson activities match the needs and abilities of every pupil, with effective differentiation in place wherever necessary. * We adopt a mastery approach to our maths teaching that supports all pupils to work at their individual level of ability. Children are assessed and grouped according to their current level of understanding so that each child makes progress within a lesson and across the year. * In English, the children in the Years 3, 4, 5 and 6 are encouraged to self-assess their works and think about their targets whilst writing so they have a better understanding of their strengths and areas for development in order to push themselves further. * Where possible, children are encouraged to self-reflect and assess their own level when selecting their work. * They often work alongside peers so that they are fully included and engaged with learning. * Additional support through the use of specialist resources or allocation of TA time is provided where appropriate to ensure all children, including those with SEN, can access the curriculum. * The curriculum is broad and rich which means that all children have the opportunity to succeed in the subjects where their strengths lie. * PIVATs will be used to assess the children that are working significantly below their chronological age to help target their learning |

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| What support will there be for my child’s overall well-being? |
| * At Rockcliffe CE Primary School, we have a Safeguarding Team which consists of Mrs Jamieson (Headteacher & Designated Safeguarding Lead), Mrs Jones (Assistant Head, SENCo and Deputy DSL) and Miss Hewetson (Deputy DSL). Mrs Jamieson and Mrs Jones meet weekly to discuss the well-being needs of pupils across school and identify where additional support or action may be required. Mrs Jones and Mrs Jamieson also work closely together to monitor and co-ordinate the provision for pupils with any additional needs, both academic and social. * Mrs Batey is our Senior Mental Health Lead and Mrs Thompson deliver ELSA sessions for children who may have social and emotional needs. * Identified staff are trained to deal with the specific and specialised medical needs of individual pupils and training is kept up to date. * All staff are given necessary training for specific medical needs as appropriate (i.e. Diabetes, Asthma, Epilepsy, Epi-pen training). * Individual Health Care Plans are drawn up with parents as appropriate to support pupils with specific medical needs. * Intimate Care plans are created for all children with SEND that may need support with toileting. * Clear information about pupils’ medical needs is held within the school office and also by each class teacher. The information can be found in the class folders which enables information to be made available as appropriate to any adults working in school.   The school has a policy regarding the administration and managing of medicines on the school site. On a day-to-day basis, Mrs Jamieson and Mrs Jones oversee the administration of any medicines (see our Care for Pupils with Medical Needs Policy). Parents must contact the school office if health professionals have recommended that medication should be taken by their child during the school day. Rockcliffe CE Primary School has clear policies on anaphylaxis, asthma and medical needs (available on our school website). Personal care, when needed, can be provided by TAs in a specially adapted room. Intimate Care and Toileting Procedures can be found on the website.   * TAs and HLTAs deliver social programmes such as Socially Talented Children, Kind Hands and ELSA. * We use resources like A Volcano in my Tummy for those children who may have difficulties expressing or suppressing anger * Lego Therapy is sometimes used to encourage co-operative play and social skills. * We have a clear Behaviour Policy on our website. * Whereby all staff are expected to be responsible for behaviour; parents are kept informed of any negative behaviour at the earliest stage. * Risk assessments are undertaken before any educational visit with correct ratio of adults to children, including extra support if needed with children with SEND. * All children can contribute their views through the School Council. * The views of children with Special Educational Needs are sought through discussion time with their class teacher or the SENCo about their IEPs. * Pupils with an Education, Health and Care Plan (EHCP) complete a questionnaire to express their views prior to their Annual Review meeting. |

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| What training have the staff had (or are currently receiving)? |
| From late 2020, Rockcliffe School was involved in the Whole School SEND pilot project that has been commissioned by the Local Authority. This provided training for the SENCO (and the teaching staff where appropriate).  We currently have members of staff in school who are trained in the following areas:   * ELSA – Emotional Literacy Support Assistant * Early Help Assessment training – regular updates (Safeguarding Team) * Senior Mental Health Lead * Medical condition awareness training – Diabetes, Epi-pen use, Epilepsy, Asthma * Areas of SEND Awareness training – ADHD, Autism, Down Syndrome, Pathological Demand Avoidance, Dyslexia * Sound Linkage * Nuffield Early Language Intervention (NELI) * Phonics Training * Team Teach training – positive handling strategies (2021) * National Award for SEN Coordination (SENCo) * Sensory Issues * Dealing with Children with Down’s Syndrome * AET training (Autism) * Sensory Lead training * Gestalt Language Processing awareness * Makaton * Radio aid use and maintenance * Planning for Progress   In the near future, we are expecting training on these areas:   * Pathological Demand Avoidance awareness * Small Children Handling   Our SENCo attends regular training provided by the Local Authority and works with other SENCOs on the county to help develop our knowledge and practice. This is shared as appropriate with other staff in school through staff meetings or training sessions. |

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| What specialist services and expertise are available at or accessed by the school? |
| * In order to access advice from external specialists or agencies, an **Early Help Assessment** form must be completed. This form is usually completed by a member of our Safeguarding Team during a meeting with parents, and gives parental consent for the information within the form to be shared with the appropriate services. It includes the views of both the parents and school in order to summarise the pupil’s (or the whole family’s) need and the desired outcomes.   Support from a wide variety of services can be accessed in this way:   * **Educational Psychologists** **–** an assessment completed by an Educational Psychologist provides information about a child’s general learning ability and also identifies key aspects of learning that they may be struggling with (e.g. memory, processing skills). It may also identify where the pupil would benefit from BEWO (Behaviour and Emotional Wellbeing Officer) support. * **Local Authority Specialist Advisory Teachers**’ (SATs) team. This may be related to difficulties such as Speech & Language, Visual or Hearing Impairment, Physical Disabilities or Autistic Spectrum Conditions. * **Public Health and Wellbeing Nurse, Continence Team, Occupational Therapists** and **Physiotherapists.** * Other agencies such as **Social Care, Barnardo’s, Family Action NSPCC** and the **Community Police** also advise school. In addition, advice may be given from the **Fairfield Centre (CAMHS)**.   Where advice is received from an external agency, this may be incorporated into a child’s Support Plan in the form of individual targets or suggested strategies, or developed into wider classroom practice |

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| How will my child be included in activities outside the classroom including school trips? |
| * As an inclusive school, we encourage activities that all children within a class can take part in. * Staffing/support ratios will take into account those children with SEND who may need additional support or adjustments to allow them to take part in a school trip. * Risk assessments will take place to ensure your child’s needs are considered and met when attending a school trip. * We have a wheelchair accessible minibus that can be used to help transport children that use wheelchairs * Parents of children with SEND are often welcomed on our trips. |

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| How accessible is the school environment? |
| * The school is on one level and is wheelchair accessible. * There are two disabled toilets and one changing facility that includes an additional disabled toilet with a shower, hospital bed and equipment * Disabled parking is available in the school car park. * Some technology is available to assist pupils with their learning as appropriate to individual needs e,g, iPads, scanning pens * In one classroom, there is a safe space with foam mats for children who may need floor time or a place to sleep. * We have a sensory space for children who may have some difficulties in regulating their behaviour or require a sensory approach. |

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| How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education? |
| **Joining the school**   * Visits to the school are encouraged * The EYFS team conduct home visits to meet the children * The EYFS team liaise with feeder nurseries and childminders * The Headteacher and SENCO will attend the Reception information night and are available if you need to discuss any worries you may have about your child * For older children, information is shared between schools and where appropriate conversations will take place between teachers/SENCos from each setting   **Year 2 to Year 3 Transition**   * During the summer term, transition meetings are held between class teachers where all year 2 pupils are discussed. * Children do take part in whole school activities including Collective Acts of Worship so they are familiar with staff across the school * Transition activities take place in the summer term whilst Year 6 are at their new secondary schools for the day. . In addition to this, a programme of extra transition sessions may provided as appropriate for pupils with particular learning or social needs.   **Year 6 to Year 7 Transition**   * Class teachers meet with secondary schools to pass on relevant information about all children in year 6 during the summer term. * The SENCo from Rockcliffe CE School meets or telephones SENCos from the secondary schools to discuss all pupils with SEND. Paperwork is passed on confidentially at the end of the school year * Transition visits are arranged for all year 6 pupils. * Pupils with SEND may have enhanced transition activities at their new secondary school, during which they will become familiar with new school buildings and key secondary school staff. * Additional meetings may need to take place between Rockcliffe CE School, some parents and key staff from the secondary schools. The pupils will be invited to these where it is deemed appropriate. * Secondary school SENCOs will attend year 5 and year 6 Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) wherever possible. Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly. |

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| How are the school resources allocated and matched to children’s special educational needs? |
| * Class teachers and the SENCo will discuss individual children’s needs and decide on the most appropriate support. This may include the type of intervention / support to be used, any additional resources necessary and the amount of time that these will be put in place for in the first instance. * We recognise that different children will require different levels of support in order to bridge the gap to achieving age expected levels. * The SEN budget is allocated on a needs basis. In order to monitor the expenditure of the SEN budget and the range of interventions, resources and support being provided to pupils with SEND across school, a Provision Map is in place. * We have a team of teaching assistants who are funded from the SEN and wider staffing budgets as appropriate. They are trained to deliver a wide range of programmes designed to meet the needs of individuals and groups of children. |

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| How are decisions made about the range of support my child will receive? |
| * Decisions are made in consultation with the class teacher, the SENCo, the Senior Leadership Team, as well as with parents. These decisions are based upon termly tracking of pupil progress and assessment. * Decisions may also be made in consultation with other agencies where appropriate, such as on the advice of an Educational Psychologist. |

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| Where can I find out about the local authority’s local offer of services and provision for children with SEND? |
| * **The first point of contact for parents / carers is always the child’s class teacher.** * An appointment can also be made to meet with Mrs Rachel Jones, our Special Educational Needs Co-ordinator (SENCo) * Look at our SEN policy on our website as well as the other policies referred to above. * Contact the **Cumberland SEND Information, Advice and Support Service** [Cumberland SEND Information Advice and Support Service (SEND IASS) | Cumberland SEND Information, Advice and Support Service](https://sendiass.cumberland.gov.uk/cumberland-send-information-advice-and-support-service-send-iass)   The SEND IAS Service Co-ordinator for North Carlisle is **Joanne Thomlinson**, 07825 584865 [joanne.thomlinson@cumberland.gov.uk](mailto:joanne.thomlinson@cumberland.gov.uk)  Contact **IPSEA** (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)  If you are considering whether your child should join the school, contact the School Office to make an appointment to meet our Headteacher **Mrs Marie Jamieson**  **Cumberland’s SEND Local Offer can be accessed at** [Families Information | Special Educational Needs and/or Disabilities (SEND) Local Offer](https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page?localofferchannel=0) |

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| How are the Governors involved in SEND? |
| * Our governor for SEND is Mrs Amelia Morphet and she regularly meets with the SENCO to discuss areas of SEND. Our SENCO is a staff governor and feeds back to full Governor meetings on a termly basis * The Governors agree priorities for spending within the SEN budget to ensure that all children receive the support they need in order to make progress. * SEND updates are shared at each Full Governors’ Board meeting. * The progress of identified groups of pupils is a standing agenda item of the Curriculum and Standards Committee * At times, Buildings and Safety and Finance and Staffing Committees may have SEND on their agenda due to the needs of our children. |

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