



Roselands & Stafford  
Federation

## Roseland-Stafford Federation

### SEND Information Report 2019-20

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**About this report:** The Children and Families Act 2014 states that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. There is information on the law and guidance we follow on the East Sussex website: [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer) . This report explains how our school meets the needs of children with SEN.

Our policy regarding SEN is embedded within this report. The report will be shown on our school website and be updated at least annually. The Governors and a group of parents will review this report once a year. This report is also our SEN Policy. If you want to give us feedback about the report, please contact the school office.

## Federation Vision:

Together in the Roselands and Stafford federation we believe in promoting a lifelong love of learning for everyone. We believe that creating inspirational experiences will foster independence and build self-belief allowing learners to constantly grow. This will provide our children with the foundations to make a valuable contribution to their community and prepare them for their future in the wider world.

Our vision is a commitment to create an inclusive, safe and stimulating environment where we work and learn together. We help one another to overcome challenges with confidence and resilience having respect for ourselves and each other. We celebrate hard work and effort and our successes are shared because we know that together we can achieve more.

We aspire to... "Be the best that we can be".

<p><b>What types of SEN do we provide for?</b></p>	<p>We are a maintained infant and junior school on two separate sites. At Roselands we admit pupils age 4 to 7. At Stafford we admit children from aged 7- 11.</p> <p>As inclusive schools, we provide for children with all types of special educational needs. If you want a place for a child with an Education, Health and Care plan please discuss this with your Assessment and Planning Officer and this can be considered during the annual review process or during the initial process of gaining an EHCP.</p> <p>If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.</p> <p>For further information please see:</p> <ul style="list-style-type: none"><li>• Our admissions criteria on our website.</li><li>• school admissions <a href="http://www.eastsussex.gov.uk">www.eastsussex.gov.uk</a></li><li>• contact Information for Families for admissions advice 0345 60 80 192</li></ul>
<p><b>Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?</b></p>	<p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health and Care plans (EHCP). The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the federation.</p> <p><b><i>The Federation Assistant Head Teacher - Inclusion and SENCo is:</i></b></p> <p><b><i>Mr. Jonathan Haddock</i></b></p> <p><b><i>Contact him via the office:</i></b></p> <p><b><i>Roselands infant school – 01323 726764</i></b></p>

**Stafford Junior School - 01323 733434**

**Or via email at:**

[roselandsoffice@roselands-stafford.org](mailto:roselandsoffice@roselands-stafford.org)

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**How do we identify and assess pupils with SEN?**

*'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.'* SEN Code of Practice.

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes.

Identification of SEN will be made in conjunction with the broad areas of need outlined in the SEN Code of Practice.

Children may have one or more broad areas of special educational need, as defined in the **SEN Code of Practice**:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those who have Autism Spectrum Condition (ASC)

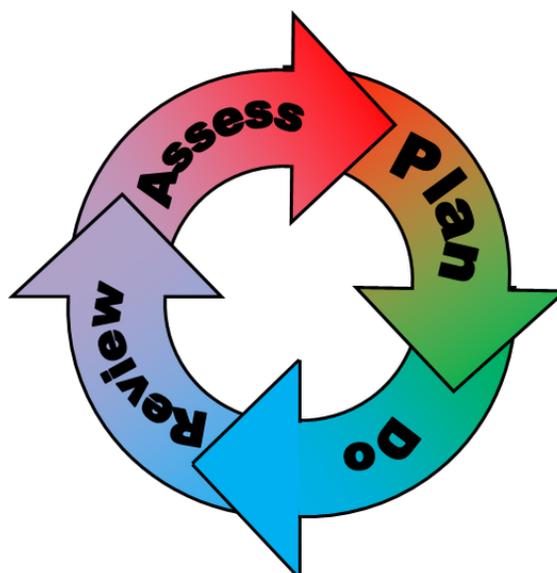
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties (SMEH)** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, or disruptive behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, anxiety or attachment disorder.

- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

We recognise that for children who have English as an additional language, difficulties relating to limitations in English are not SEN.

Underpinning ALL our provision in school is the graduated approach cycle of:



**Assess** - Assessment of need starts with a whole-school approach to quickly identify where a child is not making adequate progress, despite quality first teaching. Teachers use a range of sources of information that can draw on to establish areas of pupils' need. Children's needs are discussed at pupil progress meetings.

**Plan** - Teachers differentiate their planning and make necessary adjustments to teaching, support and use of resources that would be most effective based on pupils' need.

**Do** - Class teachers teach lessons with a range of support for children with different needs which may include use of additional adult support, visual cues or physical resources to aid access and understanding of the lesson. Experienced cover supervisors may also deliver lessons on occasion, always informed by the teacher's planning and resources.

**Review** - We are committed to making reasonable adjustments to ensure participation for all, as part of our responsibilities under the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

We work within the framework of The Children and Families Act 2014, which places duties on schools to use their best endeavours to meet the special educational needs of children and young people whom they educate. The SEN and disability Code of Practice gives details of how schools should fulfil this duty.

If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate

	<p>these plans with the SEN support plan and will involve parents and foster carers or social workers in discussions.</p>
<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress is made. Quality first teaching (QFT) by the class teacher will be the most important aspect of your child's teaching.</p> <p>Some children with SEN will require 'additional to and different from' provision to meet their needs. These adjustments will be made by the class teacher as part of their (QFT) and often as part of a consultation with the SENCo.</p> <p>Additionally, some children may require more specific intervention. These will be carried out by a member of the Inclusion Team, either through specific interventions or support within the classroom.</p> <p>Children who have EHCPs may require some support with an INA on a 1:1 basis for part or all the school day.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We set high expectations for all pupils and provide a broad balanced curriculum suitable for all pupils.</p> <p>Our expectation is that all learning activities within the class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. On occasions this might be individually differentiated.</p> <p>Children will have access to the appropriate resources needed in order to help them to make progress.</p> <p>Parents can access information about the curriculum on the school's website.</p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity. The school's policy of working with learning partners encourages all children to work with a range of different children.</p> <p>Through careful planning and reasonable adjustments, pupils with SEN are encouraged to participate fully in all activities including extra-curricular activities and school trips. A risk assessment is carried out prior to any off-site activity. If necessary some individual children may have their own risk assessment.</p>

<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>We have an 'open door' policy and parents/carers are welcome to make an appointment with the class teacher in the first instant if you have concerns regard SEND and your child. A further appointment can then be had with the SENCo to discuss your child's needs if required.</p> <p>We can offer advice on how you can help your child at home.</p> <p>Where appropriate, we use home/school books to communicate with you.</p> <p>If your child is on the SEND register they will either have an Additional Support Plan or an SEN support plan or be on a class/year group provision map depending on the level of their need. The targets are reviewed regularly and shared with parents at consultation meetings and at other agreed times throughout the year.</p> <p>Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, parents evenings and yearly written reports.</p> <p>Parents have an important role in co-producing the Additional Support Plan with the SENCo and the annual reviews of the EHCP.</p> <p>If outside agencies are working with a child they will be expected to either meet or report to parents with regards to how they are supporting the pupil.</p>
<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>Pupils are at the centre of their provision and the school is committed to fully involving them in their learning. All children are aware of their targets and the next steps in their learning.</p> <p>Children's opinions on school and the provision they receive are sought through; school council, pupil voices and annual questionnaires.</p> <p>All Pupils that have an Additional Support Plan contribute to it and those with an EHCP attend their Annual Review and discuss their progress or meet prior to it, to discuss their views.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>The school records data for each child 3 times a year and holds Pupil Progress meetings 3 times a year. We assess the children at the start of an intervention and the end to review their progress and ensure the provision is effective.</p> <p>The school also assesses children using specific tools such as Speech link (Roselands), Language Link and Dyslexia screening Test.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist familiarisation with the new surroundings. In some cases we visit children in their current school/nursery.</p>

We home visit all children prior to them starting school so the children and families spend time with their keyworker at home.

A morning and evening meeting are held in the summer term for new to Reception parents to support a smooth transition.

Meetings are also carried out in school for children who start at either school during the year.

We produce transition books for any children if we consider they need additional support and we have our own transition policy between Roselands and Stafford.

All children in the school take part in a transition day, where they spent time in their new classroom meeting their new teacher. Transition between Roselands (and other infants schools) to Stafford are supported by a few transition mornings where they 'buddy up' with the current Year 3 cohort and staff team.

The school supports the more vulnerable children in Year 6 with a more in depth transition package and additional visits to their secondary school to help their transition. These are agreed in advance with the receiving school in the summer term.

The school works closely with staff when receiving and transferring children to different schools and ensures that all pupil records and information is passed on to their next school once requested.

Outside services may continue to be involved after transition or as part of transition.

**How do we support pupils preparing to transfer to their next stage of education?**

The school liaises closely with the secondary schools the children are transferring to by passing on information to the SENCos and supporting the children with additional transition days.

If children have an EHCP the secondary school/ Junior school is invited to the Annual Review to set targets for the following year. If they are not able to attend, we will make sure the paper work is sent on to them.

Some children will be supported with a transition book and Pupil Portraits.

**How do we support pupils with SEN to improve their emotional and social development?**

We are an inclusive school; we welcome and celebrate diversity. A child's self-esteem is valued as being crucial to their well-being.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and they are the first point of contact for parents.
- If further support and advice is required, the class teacher or parent will discuss this with the Assistant SENCo or SENCo. If there is a health need, a health care plan may be produced to meet a child's health needs.

Further support may involve:

Working alongside external services such as Health and Social Services; the Child and Adolescent Mental Health Service (CAMHS); Emotional, Social and Behavioural Advisory Service (ESBAS); English as an Additional Language Service (EALS) Educational Psychologist (EP); Communication Learning Autism Support Service (CLASS) and the school nursing team.

We can also, if required provide:

- Use of 'pupil voice'
- Nurture groups
- Early Help Key Worker
- Qualified first aiders
- School nurse
- A clear school behaviour management procedure with individual Behaviour Support Plans and Risk assessments.
- CAFS or Early Help Plans.

Each school has designated safeguarding teachers.

We expect children to attend school regularly and have at least 96% attendance and we encourage and reward good attendance. Attendance is monitored very closely by the federation and is supported by ESBAS with this.

**What expertise and training do our staff have to support pupils with SEN?**

There is ongoing training for staff to increase or refresh skills. This is done both internally and through external agencies. The types of training staff receive include:

- Daily supported reading
- Understanding and working with children on the autistic spectrum
- Makaton
- Nurture
- Behaviour 'empowerment training'
- Memory Processing training
- Specialist training in speech and language support
- Training in the delivery of phonics, reading and spelling

- Precision teaching
- Jump Ahead
- Sensory Circuits
- Child protection
- First aid.

Members of staff have had training in delivering speech and language programmes from speech CLASS.

All staff have also received nurture training and we have members of staff that are currently undertaking their nurture qualifications.

Some staff are Team Teach trained to support children that display challenging behavioural difficulties.

The Assistant Head Teacher-Inclusion has completed the SENCo accredited course.

**What specialist services does the school use to support children and their families?**

The main services we have partnership with include but are not limited to:

Communication, Learning and Autism Support Service (CLASS): this service offers support for children attending mainstream schools who need outreach support for autism spectrum disorder (ASD)

Education Support, Behavioural and Attendance Service (ESBAS): this service helps schools to develop effective behavioural and therapeutic support for vulnerable pupils.

Social worker and Family Support team: lead professionals in all cases where a child protection plan is required. The social work team intervene to support families where children are at risk of neglect or abuse of a physical, emotional or sexual nature. Referrals may be made for support or to investigate risk of harm.

The Early Years' Teaching and Support Service: support children aged 0-5 years with disabilities and complex needs. They can offer support at the child's home, pre-school and through the early days at school. They also have information on local parent and toddler sessions and training for parents and professionals working with young children.

Educational Psychology Service: children and young people can sometimes face learning, social and emotional problems and educational psychologists are there to help. They can help children to overcome difficulties that may be preventing them from learning to the best of their ability.

Traveller and English as an Additional Language Service (TEALS): provides language support for pupils whose first language is not English.

FLESS support: the Flexible Learning Educational Support Service is a team of teachers and teaching assistants who can support the school in providing education for sick children.

Child and Adolescent Mental Health Service (CAMHS): offers support to parents, carers, children's services professionals, and young people with severe mental health disorders. They can offer advice on appropriate support, diagnosis of mental disorders, therapeutic work with young people to treat their complex, severe or persistent mental health difficulties.

The Child Development Clinic at the Eastbourne DGH: following referral by GP or school, the CDC assesses children's development and can diagnose disorders such as Autism Spectrum Disorder.

School nurse team: the nurse team will work in school to check on children's general health and growth. They are particularly involved with children who may be supported by a Child Protection Plan.

The Children's Integrated Therapy Service (CITS): brings together therapists from the National Health Service and East Sussex County Council. The service provides speech and language therapy, occupational therapy and physiotherapy. Service for Children with Sensory Needs: supports children with visual and hearing impairments.

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

The following link gives information about the local offer pages on council and health services.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

## How accessible are the schools?

### **Roselands Infant School –**

The school site is all on one level and is accessible for wheel use.

### **Stafford Junior School -**

Our school site is an older building but does have wheelchair access to the ground floor. We do have a lift to provide access to the second floor. There is an accessible toilet on the ground floor.

The federation publishes equality objectives and an accessibility plan.

	<p>We work with EALS who provides the school with limited support for our pupils with English as an additional language, and the school employs our own staff to also carry out this work. We have a restricted bilingual support service that assist us with communicating with parents.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>We monitor the progress the children are making through data analysis and at pupil progress meetings. We also monitor the progress in specific intervention to ascertain whether this is the correct intervention or if a different approach is required.</p> <p>Parents and children are also consulted to give their opinion on the effectiveness of SEN provision.</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>We are always interested to know how you feel about your child's education, and there are occasions when we seek parents' and carers' opinions throughout the year. If you have any concerns about your child's education or well-being at school, please speak to their class teacher as soon as possible. Teachers are available for informal discussion after school. For a longer discussion, an appointment can be made by speaking to the School Office. If the issue is not resolved at this stage, this can then be dealt with informally by the assistant heads of school, Inclusion Manager (if your child has SEN), Head of School or Executive Head teacher. It is in everyone's interest that complaints are resolved at the earliest possible stage. Where informal discussion has not been successful, a parent or carer may feel it necessary to make a formal complaint. The school complaints procedure is available on our website or from the School Office.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p><b>All staff can be contacted at:</b></p> <p><b>Telephone:</b></p> <p><b>Roselands Infant School - 01323 726764</b></p> <p><b>Stafford Junior School - 01323 733434</b></p> <p><b>Email: <a href="mailto:roselandsoffice@roselands-stafford.org">roselandsoffice@roselands-stafford.org</a> <a href="mailto:staffordoffice@roselands-stafford.org">staffordoffice@roselands-stafford.org</a> or by coming into the school office.</b></p> <ul style="list-style-type: none"> <li>• If they are unable to answer your query please call or make an appointment to see Mr Haddock (Assistant Head Teacher-Inclusion).</li> </ul>

<b>What support services are available to parents?</b>	<p>The school SENCo is available to support parents and will sign post to support services that can help parents further.</p> <p>Further information can be found at:</p> <p><a href="https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/">https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/</a></p> <p>Email: <a href="mailto:informationforfamilies@eastsussex.gov.uk">informationforfamilies@eastsussex.gov.uk</a></p> <p>Phone: 0345 60 80 192</p>
<b>Where can the LA's local offer be found? How have we contributed to it?</b>	<p>East Sussex Local Offer is found at:</p> <p><a href="https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/">https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/</a></p> <p>The School Offer is found on the website at:</p> <p><a href="https://stafford.roselands-stafford.org/send/">https://stafford.roselands-stafford.org/send/</a></p>