

# Rokeby Park Primary School



## SEN Information Report

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## 1. Aims

At Rokeby Park Primary School, we aim to ensure all pupils receive a high-quality and ambitious education regardless of need or disability. We believe it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high quality planning, teaching and provision we pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized. At Rokeby Park Primary School, we ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. We provide an accessible learning environment which is tailored to the individual needs of all pupils and helps to develop children's independence and life skills. At Rokeby Park Primary, we regularly monitor the progress of children with SEND, using a child-centred approach. Our aim is to provide high quality and relevant training for all staff members supporting children with SEND. It is important we work in partnership with parents and carers and work closely with external agencies and other professionals to develop our provision for children with SEND.

## 2. Name and contact details of the SENCO

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## 3. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy

#### 4. Identifying pupils with SEN and assessing their needs

At Rokeby Park Primary School, we will baseline each pupil's attainment on entry, which will build on previous settings and Key Stages, where appropriate. All staff have access to a copy of the register of pupils receiving SEND support. The register is updated and analysed regularly by the SENCO.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will follow our SEN pathway (see appendix 1).

#### **SEN Pathway:**

- Cause for concern logged on CPOMS and discussed with parents/carers and SENCO/Class teacher
- Quality First Teaching and use of Core Offer (see appendix 2), Class based intervention, support, reasonable adjustments and modifications made to the curriculum and impact reviewed
- If a pupil is not making expected progress or remains a significant cause for concern despite Quality First Teaching, class based intervention and support, the class teacher consults with SENCO and parent/carers and the Assess-Plan-Do-Review cycle of support/intervention is introduced. Children then access the Steps Curriculum and a CATS file is introduced with small achievable targets. Outside agencies are involved where appropriate.
- If the child is still not making expected progress against Assess Plan Do Review targets and remains a significant cause for concern, a Person Centred Planning (PCP) meeting will be held with key staff, parents, outside agencies, and pupil where appropriate. A 'My Support Plan' is completed as part of the PCP meeting and the APDR cycle continues.
- If the pupil is still not making progress against APDR targets and remains a significant cause for concern the statutory assessment pathway will be followed.

#### 5. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review (APDR)**. There are currently two categories of need defined within the code – those children with SEN catered for by the school's provision (SEN support) and those children whom it is necessary to create an Education, Health and Care Plan (EHC).

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The views and experience of parents
- The pupil's own views, where appropriate
- Advice from external support services, if relevant

The APDR (Assess, Plan, Do, Review) documents will be updated half termly and shared with parents at SEN reviews on a termly basis.

The class teacher keeps all the information about the pupil's needs in a CATs file. The SENCO ensures all pupil SEND documentation is stored on CPOMS. Small achievable targets which aim to move a pupil forward in their learning are identified with the use of the Curriculum Assessment Toolkits (CATs Files). The pupil has a CATs File (for maths, English and PSHE) within their SEN file, this allows for the teachers to identify progress made and the pupil's next step. This file is handed to all professionals who work with the pupil. Targets will be assessed and monitored by the class teacher following discussion with the SENCO. The SENCO tracks the progress of pupils with SEN in English, maths and PSHE, termly as well as annually,

and produces a report which is shared with the Senior Leadership Team and Governors. This aims to identify the strengths in practice as well as the areas for development.

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

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil'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 pupils with specific SEN, in order to meet the pupil's needs. Staff attend additional training as and when this is required.

All teachers and achievement support assistants (ASAs) who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions in place and their impact on the pupil's progress.

#### An Education, Health and Care Plan (EHCP)

If after considerable advice and support, it is felt the needs of the pupil remains so substantial that the school cannot meet them, then this concern will be brought to the attention of the Local Authority (LA) in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the pupil, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCO will provide the LA with:

- How and when the pupil's needs were first identified and the steps that have been implemented to support these needs
- Progress against Age Related Expectations (ARE)
- Educational and other assessments, for example Educational Psychologist report
- A pen portrait of the pupil and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care and Health professionals

Parents will be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

On an annual basis, an annual review will be held for a pupil with an EHC. Parents, teacher, SENCO and agencies involved with the pupil will be invited to the meeting. The targets will be reviewed and assessed, any new concerns are expressed and the views of parents and others are noted and discussed. New long term targets for the next 12 months are considered. The SENCO completes the documentation and sends via EDT (electronic document transfer) to the SEN section at the Local Authority.

## **6. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress using CATs files and data
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps
- Holding annual reviews for pupils with EHC plans

## **7. Consulting and involving pupils and parents**

As part of the SEN pathway, we will have an early discussion with the pupil where appropriate and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record (CPOMS)

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 8. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. Every effort is made to ensure pupils with SEN have full access to the National Curriculum and are integrated into all aspects of school life. This will be differentiated for individual pupils and teachers will refer to the Core Offer to support them further.

- Provision maps are drawn up by all class teachers and copies are kept by the class teacher in their planning file and stored in Sharepoint, Staff Shared, SEN documents. These identify the provision that is in place for the pupil which is different from and additional to the provision for all other pupils 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 pupil's own concerns. Rewards and praise are important when supporting pupils with special educational needs, alongside a visual, small steps approach.
- Any provision that is delivered outside of the classroom by other agencies is added to the provision map and reports are inserted into the CATs file and kept on SharePoint Pupil files and CPOMS.

At Rokeby Park Primary School, we will also provide the following interventions:

Precision Teaching - involves short one minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the pupil makes very carefully and make changes to ensure the pupil is learning as fast as they can. It is a tool to help highly effective teaching and support where a pupil is finding something difficult or where the skill they need to learn needs to be fluent and automatic. Carefully designed tasks allow pupils to practise key skills until they are fluent. It provides the mechanisms for assessing and monitoring progress.

Speech and Language intervention – trained achievement support assistants work with targeted children on a one to one basis or in small groups. The achievement support assistants have been trained by speech and language therapists and deliver sessions to pupils to continue the work of the therapists.

Reading fluency - supports teachers to embed the following strategies into regular reading sessions of engaging, well-pitched ARE texts: modelled fluent reading; text marking; echo reading; opportunities for repeated re-readings and performance.

ELSA (Emotional Literacy Support Assistant) – an initiative developed and supported by Educational Psychologists. The ELSA delivers programmes of support to pupils who are experiencing temporary or longer term emotional needs.

First Class @ Number – comes ready made with detailed session guidance and extensive resources. A specially trained achievement support assistant delivers up to 30 half hour sessions to a group of up to 4 children for 10-15 weeks. The lessons focus on number and calculation, developing children's mathematical understanding, communication or reasoning skills. Stimulating and enjoyable games and activities engage the children and build their confidence. Each topic starts with a simple assessment that helps the achievement support assistants to tailor sessions to the children's needs.

Phonics Intervention – Read Write Inc. Phonics teaches children to recognize each grapheme and phoneme and to read accurately and fluently.

SDI (Same Day Intervention) - Due to live marking any identified errors or misconceptions can be addressed through same day interventions.

Words First - an alternative approach to phonics, recognising words by sight using pictures to help.

Fresh Start - adapted literacy programme to support pupils in Year 5 and above who need to catch up.

Reading Inference - teaches key comprehension strategies through “instructional conversations” in groups to help boost reading comprehension.

Boxall Profile - an invaluable resource for the assessment of children's social, emotional and behavioural development. The Boxall Profile identifies the levels of skills the children possess to access learning.

Understanding what lies behind this can make all teachers much more confident in their class management.

## **Adaptations to the curriculum and learning environment**

At Rokeby Park Primary School, quality first teaching is at the forefront of all our practice. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, personalised planning, teaching style, and content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as coloured overlays, visual timetables, larger font, sensory diets etc.
- Differentiating our teaching, for example, giving longer processing times and visual checklists to support, pre-teaching of key vocabulary, referring to the core offer.

## **Additional support for learning**

Our Achievement Support Assistants and HLTAs are trained to deliver interventions such as precision teaching, phonics interventions, reading fluency, speech and language, First Class @ Number.

## **9. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- ELSA (Emotional Literacy Support Assistants) and Advotalk will support pupils on a 1:1 basis.
- ELSA drop ins every lunchtime
- Worry boxes and emotions charts provided in every classroom
- Weekly check ins for vulnerable pupils
- Pupils with SEN are encouraged to be part of the School Council
- Pupils with SEN are also encouraged to be part of Lego club to promote teamwork/building friendships etc.
- Pupils with SEN are encouraged to be part of the wide range of lunchtime and after school clubs.
- Social skills and friendship groups are encouraged in every class.
- Jigsaw PSHE lessons take place every week.

## **10. Supporting pupils moving between phases of education**

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 pupil has 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 (LA) 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 at the LA will administer the process following any request by the parent.

We liaise with other schools to ensure the smooth transition from one school to another. When a pupil 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.

In some cases, the SENCO will support the parent and pupil to arrange visits, social stories and extra transition where necessary to support a smooth transition to high school or another setting. Every July, transition meetings are arranged for parents of children on the SEN register. These meetings are with the current teacher and the next teacher to ensure best practice is continued for the SEN pupils moving through the school.

## **11. Expertise and training of staff**

Class teachers have responsibility for identifying pupils with SEN. Making high 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.

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 SENCO and Inclusion forums and these are disseminated to class teachers and achievement support assistants where appropriate. Inclusion staff meetings take place on half termly basis.

In the last academic year, staff have been trained in

Safeguarding

First Aid

Tourettes Training

Attachment Training

Behaviour for Learning

Management of Actual or Potential Aggression (MAPA)

ACES training

Online safety

## **12. Working with other agencies**

We work with the following agencies to provide support for pupils with SEN:

### **Educational Services**

Hull City Psychological Service – visits by EP to assess children and offer advice on strategies/support  
FASS Team (Portage)

Children's Centre Nursery Classroom, Walker Street

Language Unit

The White House PRU

Integrated Physical and Sensory Service (IPaSS) – and an integrated advice and support service regarding children with physical, hearing and visual impairments

Northcott Outreach – an autistic outreach service which works with schools in order to provide support for schools who have children with ASD

Ganton School

Tweedykes School

Steps to Success – outreach support and placements where necessary for SEMH (social, emotional and mental health needs)

Constellation Trust

### **Health Services**

Children and Adolescent Mental Health Service (CAMHS)

Headstart (age 10 upwards)

Health visitor – The nursery staff and SENCO work with health visitor on children who are a cause for concern

Children's Learning Disability Team

Physiotherapy

Occupational Therapy

Speech and language Therapy – can be referred by school, parents or health authority. Programmes in school delivered through Microsoft TEAMS with ASA (achievement support assistant) with the child.

School Nursing Service – Wednesday afternoons – the school nurse meets with parents and pupil to look at HCP and health needs across the school.

Primary Mental Health

Social Care: Advice and support as required, may involve DSL (Designated Safeguarding Lead)

### **Voluntary Organisations**

Barnardos

NSPCC

Children and Families Disabilities Team

KIDS – parent partnership service offering support and advice to parents

### **13. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. If the SENCO cannot resolve the issue the complaint should be referred to the school's Headteacher. If the issue is still not resolved the next step would be to refer to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **14. The local authority local offer**

Our local authority's local offer is published here:

<http://hull.myllocaloffer.org>



### **Review of this Policy**

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated. The policy will be reviewed at least annually.