



SPECIAL EDUCATIONAL NEEDS & DISABILITY REPORT

1.	What kinds of SEND are provided for at Rossmore?	Rossmore School is a mainstream primary school that provides an education for all pupils. We believe that all children should be given opportunities to reach their true and full potential; including those with special needs in communication and interaction, cognition and learning, those with social, emotional and mental health needs and sensory or physical difficulties.
2.	How do we identify children and young people with SEND and how do we assess their needs?	All pupils are assessed and monitored throughout the term. Early identification is crucial and action is taken at the earliest opportunity to support pupils. Support will be given through a variety of means to include in class support, small group and individual intervention in order to address identified needs. School staff will work collaboratively with parents and children from the beginning ensuring they are fully aware of support needs, actions being taken and the desired /actual outcomes. Children who have additional SEND support will have an individual Child Profile which will record provision in place to support an identified need, targets/actions required and the desired outcomes. Using a plan, do, assess and review cycle, we will monitor the impact of interventions and additional support which will be shared with children and parents.
3.	Who is our SENDCO (Special Educational & Disabilities Needs Co-ordinator)?	Miss Coy. She can be contacted on 01513293688. You can E-Mail her at kcoy@rossmore.cheshire.sch.uk
4.	How do we involve Parents of children with SEND?	At Rossmore we have continuous dialogue with parents about their children. We are always around to talk to and have an 'Open Door' policy throughout the school day, with the Head Teacher, Mrs Davis-McCoy (or Deputy Head Teacher, Mrs Bouckley), and Safeguarding, Pastoral and Inclusion Lead, Miss Macey, being present at the school gates from 8.40 – 9am daily. You are also able to make appointments to speak to members of staff via the school office. We also ensure that parents are able to contribute to their child's learning through sharing the 'Child Profile', targets and outcomes and the review process at parents' evenings and drop-in sessions. Annual reviews for children with Education Health and Care Plans

		<p>and/or additional funding ensure that parents' views are sought. This provides parents with the opportunity to share their invaluable knowledge of their child through the 'Our Story' document. Parents' evenings are held 2 times (with an optional evening where parents can book an appointment) a year for all pupils to include SEND. SEND parents are given slightly longer time slots to ensure SEND needs, actions and progress/outcomes are discussed. If you wish to speak with the SENDCO please contact the school office or using the email above. We also keep in regular contact with any parents who are unable to attend meetings via letters, texts, telephone or E-Mail.</p>
5.	<p>How do we involve children with SEND in shaping their education and future?</p>	<p>All children with SEND support and those with Education, Health Care Plans are able to express their views about their learning, having the opportunity to discuss their aspirations and wishes for the future. This is done through being encouraged to contribute to the 'All About Me' document in the review process and/or attending the review meeting itself. The children are also involved in the target setting process with their teachers.</p>
6.	<p>What are our arrangements for assessing and reviewing children and young people's progress towards outcomes?</p>	<p>Support and interventions are monitored and evaluated regularly. Hard and soft data is gathered to support future planning needs. Targets are written and reviewed at least 3 times a year termly and recorded within each pupil's 'Child Profile'. At all stages of this plan, do, assess and review process parents and children are consulted.</p>
7.	<p>How do we support children in moving to our school and from our school?</p>	<p>We work closely with the various nurseries pre-school settings which feed our school to ensure that transition into Rossmore is successful for all of our children. Where relevant, 'Action for Inclusion' meetings are held with all appropriate professionals and the pre-school/nursery setting to share information and agree systems to ensure SEND children are happy and therefore able to learn and thrive in our school.</p> <p>Home visits are arranged for all pupils coming into our Pre-school and Reception classes to enable parents to share information with the class teacher but also for the child to share things they like or things that are important to them. This supports the family in building up a trust before meeting again in the classroom/school. We also hold a meeting for all new parents to Pre-school and Reception to meet key members of staff and introduce them to the running of the school day and an opportunity to become familiar with the setting. Our Pre-school starters are invited to settling in sessions. Our Reception starters are invited to spend 3 sessions in school in July to support transition and familiarisation. We also offer home visits for all new families of Rossmore.</p> <p>Rossmore works closely with High Schools to ensure that they have all the information that they need in order for our pupils to continue to thrive in their care. We hold 'Action for Inclusion' meetings to ensure that High Schools are prepared to meet the needs of each SEND child.</p> <p>Where a child with SEND is re-located, due to a house move or need for Specialist Provision, we liaise closely with the new school and parents to plan a smooth transition process for our pupils. Where possible and if relevant we will support pupils on visits to their new school.</p>
8.	<p>How do we help to prepare children for</p>	<p>We work with children and families to ensure they have the skills needed for their futures in Secondary Education and beyond. We</p>

	adulthood?	want and therefore aim for all of our children to become responsible citizens being able to contribute positively to society. We work towards these goals by taking a holistic view of our children's needs and plan opportunities to enable them to fulfil their potential. We have high expectations and aim to help children build upon their learning powers, reflecting on how they learn best. Our whole school community is warm and supportive where all stakeholders are expected to treat others with respect and tolerance.
9.	What is our approach to teaching children and young people with SEND?	At Rossmore we believe strongly in inspiring a love of learning and ensure this for our pupils with SEND by tailoring the curriculum to support their needs. All children with SEND are part of a class and have access to first quality teaching alongside their peers. We are an inclusive school and ensure that children access a full and balanced exciting curriculum. We have teaching assistants who work across the school to support the teachers in delivering additional interventions whether this be specified by an outside professional (e.g. Speech and Language Therapists) or set by the class teacher.
10.	How do we adapt the curriculum and learning environment for children and young people with SEND?	<p>We are highly reflective and adapt to the needs of all of our pupils. Children's needs are assessed and addressed regularly to ensure all pupils can access the curriculum tailoring planning/resources to individual needs.</p> <p>Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take place in and out of school. Our aim is that of mutual support where best practice can be shared along with appropriate adaptations which have proved successful.</p> <p>The classrooms are adapted to meet the needs of pupils as well as having areas outside of the classroom that children use for specific interventions or learning if deemed appropriate to the task in hand. We do have a staffed area within school where children can withdraw to should they feel the need. The opportunity for discussion or just quiet time is provided here by our Pastoral and Inclusion Lead. Our Safeguarding, Pastoral and Inclusion Lead offers time and space for children who need support during lunch time or would like to talk about any concerns or worries.</p> <p>In some classrooms, there are quiet spaces within the setting that children can use to help them refocus on their learning or take a break for emotional regulation. The staff members within the classroom support children in using this.</p> <p>We work closely with outside agency professionals such as Occupational Therapists, Educational Psychologists, Paediatricians and the Physiotherapy Team to adapt our environment and curriculum to support pupils.</p>
11.	<p>What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others?</p> <p>What training have we had and what future training plans are there?</p>	<p>All staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff will differentiate activities to suit the learning needs of all pupils whilst remaining inclusive to all. Teaching assistants are well trained to support all groups of pupils and work in conjunction with the class teacher to develop pupils with additional needs.</p> <p>Staff have regular SEND update training through staff meetings led by Miss Coy who attends local SENDCO cluster meetings to keep abreast of changes to SEND provision and to share examples of good practice.</p> <p>Teaching assistants help to deliver phonic, small group interventions and individual support.</p> <p>Two members of staff are trained in the ELKLAN speech and</p>

		<p>language programme which has been delivered and cascaded to all teachers and teaching assistants.</p> <p>One member of staff is trained in the ELSA programme which supports children with emotional and mental health difficulties and delivers bespoke interventions across the school to those who need it. Members of staff have also received training on stammering awareness and training will be delivered to new staff members accordingly.</p> <p>All staff have received basic Makaton training. There are 2 members of staff fully trained in Makaton, with 1 trained to Level 3. New members of staff will be trained accordingly. We have also received support from the Specialist Teaching Services for the Visually and Hearing Impaired.</p> <p>There is one member of staff who is team teach trained. There are members of staff who have also received training to build awareness in dealing with children who have suffered from brain injuries. New members of staff will be trained accordingly.</p> <p>There is one member of staff who is training in using YARC and the dyslexia screener and this is cascaded to staff as and when needed. Training will continue to be rolled out as required and as we recruit any new staff.</p> <p>Rossmore works closely with the following professionals to support the needs of all children in our care:</p> <ul style="list-style-type: none"> • School Nurse • Doctors • Speech and Language Therapy Services • Occupational and Physiotherapy Services • Child and Adult Mental Health Services (CAMHS) • Mental Health Support Team (MHST) • Educational Psychologist • Early Years Specialist Support Team • Education Welfare Officer • The SENA O (SEN Advisory Officer) • Autism Team • Education Access Team • Hearing Impairment Team • Visual Impairment Team
12.	How do we evaluate the effectiveness of the provision made for children and young people with SEND?	<p>All children are assessed and their progress tracked at least termly. Interventions are evaluated with progress being analysed. Regular progress meetings with staff, parents and pupils ensure that interventions and additional support are having the desired impact on each pupil's attainment, progress and personal development.</p>
13.	How are children and young people with SEND able to engage in activities available with children and young people in school who do not have SEND?	<p>We ensure that all children have equal opportunities and make sure that all opportunities are provided to all pupils regardless of ability. All children are encouraged to join and take part in a wide range of extra-curricular activities ensuring any modifications required are met. Our aim is that all pupils are active citizens in and out of school and take part in all school activities, including residential trips and educational visits ensuring we provide the appropriate support.</p>
14.	How do we support the emotional and social development of our pupils with SEND?	<p>The well-being of all pupils is paramount and we offer excellent care, guidance and support across the whole school. Our Safeguarding, Pastoral and Inclusion Lead works closely with teachers to provide support to groups and individuals to address self-esteem or social skills.</p>

		<p>Bespoke activities are designed to suit the needs of the children drawing upon outside agency advice. Children are encouraged to share their aspirations and we support them with the necessary skills to help them develop socially and emotionally. We encourage all our children to take part in extra-curricular activities provided by school and where possible we signpost families to additional support outside of school.</p> <p>We have a designated Safeguarding Lead who works closely with the SENDCO and all staff to ensure that children are well supported in their well-being and these strategies are altered accordingly to suit the needs of our most vulnerable pupils.</p> <p>Rossmore does not allow any form of bullying and has policies and procedures in place to prevent this from occurring. (See Anti-Bullying Policy)</p>
15.	<p>How does Rossmore involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families?</p>	<p>Rossmore works closely with a range of other professionals and voluntary organisations to support pupils. These are listed in section 11.</p> <p>We also work closely with families to help signpost them to additional services and support.</p> <p>We liaise with parents about the Family Partnership Service offered by the Local Authority.</p> <p>We also invite a variety of agencies from within the community into school to discuss their roles in society to include, Fire Service, Fit 4 Life, PSCO’s, Ambulance Service – Paramedics, various sporting facilities and organisations such as ‘Support the Family’ and many other charities.</p>
16.	<p>What are our arrangements for handling complaints from Parents of children with SEND about the provision made at the school?</p>	<p>We will always ask that parents talk to us and we are doing our very best to work with parents for the best interests of the child. However, if our parents are unhappy with the provision for their children then they can refer to the ‘Complaints Policy and Procedure’ which can be found on this school website.</p> <p>There are 3 levels of dispute resolution available for those with or seeking an Education Health Care Plan:</p> <ul style="list-style-type: none"> • Disagreement Resolution Service • Mediation – where parents/young person disagree with elements of an EHC plan. • First Tier Tribunals – appeals about a Local Authority decision not to carry out an EHC assessment, not to issue or amend an EHC plan, dispute over the needs and provision in the plan or decision to cease an EHC plan. (Tribunals will not hear appeals about personal budgets)

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