



## **Introduction**

Rawmarsh Rosehill Junior School, prides itself on providing an inclusive, engaging and safe learning environment for all its pupils. Here at Rosehill, we value the achievements and enrich the abilities of all our children whilst committing to providing, for each child, the best possible environment for learning. It is important to us that our children develop the foundations to lead them into adulthood and be successful in all they do as confident individuals with essential life skills.

## **Roles & Responsibilities of the special Needs Co-ordinator (SENCO).**



SENCO: Miss Lauren Brown

Contact: 01709 710574

Email: [send@rjsch.uk](mailto:send@rjsch.uk)

Our SEND Coordinator (SENDCo) is Lauren Brown who is supported by the Head (Adrian Hayes) and the Inclusion Team here at Rosehill.

Our SENDCo is responsible for overseeing the provision and implementation of the Special Educational Needs (SEN) Policy and co-ordination of specific provisions made to support individual children with Special Educational Needs. Effective collaboration and communication is key and she will liaise with all staff to observe and monitor the pupils' progress and support planning and further interventions where progress is slower than expected. Our SENDCo will maintain and have regular contact with a wide range of external agencies that are able to give more specialised advice and support pupils with suspected or confirmed additional needs. If you have any concerns regarding SEN matters do not hesitate to contact school directly.

## **Children and Families Act 2014**

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The SEN and Disability (SEND) Code of Practice 2015 provides guidance for professionals on their responsibilities stated in the Children and Families Act. These changes made to the law and the SEND Code of Practice is to make sure that services for children with SEND consistently support the best outcomes for them. The SEND Code of Practice provides guidance on the support and provision that should be in place for children and young people with SEND from birth to 25, giving children, young people

and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

### **Local Offer - Rotherham**

The SEND Code of Practice includes information about local areas' SEND Local Offer. Local areas such as the borough of Rotherham have to assess, plan, implement and review the services available to support disabled children and children with SEN and their families. This offer will include easy to understand information which sets out what is normally available in schools to help children with lower-level Special Educational needs as well as the options available to support families who need additional help to care for their child(ren). Please follow the link below for more information about the local offer available through Rotherham Local Authority and supported by Rawmarsh Rosehill Junior School.

Follow the link for more information: [Rotherham Local Offer](#)

### **What types of Special Educational Needs and Disability does the school meet?**

Rosehill offers a wide variety of support and provision to ensure that the needs of the pupils are met. These are in the following broad areas:

#### **Communication and Interaction**

- Children and young people with speech, language and communication needs who may/may not have difficulty communicating with others.
- Children with Autism Spectrum Disorder, including Asperger's Syndrome and Autism.

#### **Cognition and Learning**

- Moderate Learning Difficulties (MLD).
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD), for example, Dyslexia, Dyscalculia and Dyspraxia.

#### **Social, Emotional and Mental Health difficulties**

- Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder.
- Children who are withdrawn, isolated, as well as those who, on occasion, can show challenging, disruptive or disturbing behaviours.
- Anxiety & Depression

## **Sensory or Physical needs**

- Vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI).
- Physical Difficulties (PD)

## **How does school assess the progress of pupils and what would they do if a child is falling behind?**

Teachers carry out a range of assessments to support their decisions about each child's attainment and progress. These will include the following:

- Observation during lessons or around school.
- Marking of work following Rosehill's marking policy that is easily identifiable by all pupils.
- Formal assessments such as maths, reading or writing tests which give a level or standardised score.
- Informal assessments such as spelling tests or mental arithmetic tests.
- Assessments which help pinpoint a pupil's specific areas of weakness in an aspect of learning (AFL and plenaries conducted within lessons)
- Teachers 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

A child may fall behind with their learning for many reasons, not all of these will mean the child has a Special Educational Need. They may have had prolonged absences from school for a number of reasons, they may have moved and transitioned to a number of different schools which may have hindered their opportunity to learn. A major barrier to learning for children is that they may be worried about things or exposed to certain situations which could distract them from their learning.

If a child is not making the progress they should, teachers will:

- Identify the aspect(s) which the child has not understood and offer quality 1st teaching and support to rectify this
- Break the learning objective down into smaller steps or go back to an earlier learning objective (offer a differentiated curriculum)
- Teach the child the next small step they need to remove their barrier to learning
- Review the child's progress again

To decide whether a pupil has SEN a combination of the following will be considered:

- Parental concern and viewpoint surrounding their child's progress and emotional state
- Pupil voice - their own personal concerns will be taken into consideration about their progress or emotional state.
- Any report, guidance or diagnosis issued by an external agency for a child
- Concerns raised by an external agency (e.g Inclusion Support Services; Visual Impairment Service; Child Development Centre; Health Visitor; School Nurse and others).
- Liaison with a previous school or educational setting
- Any concerns raised by a teacher around pupil attainment, progress, mental health and well-being or behaviour where there has been no or limited improvement after specific, focused teaching or intervention (Inclusion team support) has taken place to address the issue.

If a pupil is identified as having SEN, we will ensure that provision is additional to or different from' the normal differentiated curriculum if required.

### **How will we communicate with parents/carers if we have any concerns about their child's learning in school?**

Initially, the child's class teachers will contact home directly to discuss matters or invite parents/carers into school for a discussion around said child's learning needs and behaviours. This can either be carried out face to face or via telephone/video calling. This would be requested at a time of mutual convenience.

Formal occasions at which concerns may also be expressed are:

- Meet the teacher appointments (held twice a year)
- Annual Report sent home for parents/carers at the end of the academic year.

### **How can parents let school know that they are concerned about their child' progress in school?**

We encourage parents and carers to come and talk to school about any concerns they may have regarding their child as soon as possible, rather than wait for a formal meeting, such as Meet the Teacher. Here at Rosehill, we have an open door policy and staff are happy to speak to parents/carers at a convenient time either over the phone or face to face.

If a child already has identified SEN needs then there will also be opportunities at:

- SEN reviews
- Annual reviews

Positive communication and good relationships between home and school are fundamental to any child's progress and the staff at Rosehill are key to establishing this as soon as possible in order to support children effectively.

### **Who are the best people to talk about a child's difficulties with learning/SEND?**

The key person to talk to is the child's class teacher as they are the ones who are with your child on a consistent basis and understand in detail the progress a child is making with their learning and social and emotional skills along with any other difficulties a child may be encountering whilst at school.

The school SENDCo ( Miss Lauren Brown) is also available to answer some of your questions. This can be done via email, face to face or via telephone at a convenient time.

If a child has support from an outside agency such as Speech and Language Therapy or Specialist Inclusion Team (SIT) they will also be able to respond to some of the questions concerns you may have. School will work collaboratively with external agencies and will communicate effectively to offer consistent support to the children.

To speak to the school SENDCo , parents/carers can contact school on 01709 710574 or email [send@rjsch.uk](mailto:send@rjsch.uk)

### **Useful information for other support services are as follows:**

Specialist Inclusion Team 01709 740226

Speech and Language Therapy Service 01709 423229 or 423230

Visual Impairment Service 01709 336415

Hearing Impairment Service 01709 336430

Child Development Centre 01709 428850

Occupational Therapy 01709 424400

Physiotherapy 01709 424400

Autism Communication Team 01709 336413

Educational Psychology Service 01709 822581

Behaviour Support Team 01709 740226

Aspire Outreach Team 01709 710144

CAMHS 01709 304808

Early Help 01709 334965

0-19 Service 01709 423333

With Me in Mind Team [dash.with-me-in-mind@nhs.net](mailto:dash.with-me-in-mind@nhs.net)

The local authority also provides an independent parent support service known as SEND Information, Advice and Support Service (SENDIASS) where information can be obtained about a range of SEND.

SENDIASS can be contacted on 01709 823627

### **How are the school governors involved and what are their responsibilities?**

The governing body has to take into account and be compliant with the SEND Code of Practice when carrying out its roles and responsibilities towards all pupils with educational needs and disabilities. The governing body has a named governor who oversees the school's provision for pupils with special educational needs. The SENDCo reports to the governors on a termly basis, about the provision, policy and practice in school. Wider members of the governing board will also be invited into school to observe and speak with all pupils including those with additional needs and obtain their pupil voice.

The named governor for SEN at Rosehill School is Carolyn Smith. Carolyn was previously the headteacher and SENDCo at Rycroft Infant School. Her vast knowledge and experience of schools and supporting children with SEN needs is an asset to the school and its children.

### **How are the staff in school (including wider staff) supported to work with children with SEND ?**

The professional development of all staff involved in meeting the needs of all pupils and those with SEN is ongoing, continuous and of the utmost importance. A wide range of training and support opportunities are provided regularly, which include:

- Staff training opportunities - delivered by the SENDCo and also external providers such as SIT
- Termly Quality Assurance Visits with feedback and next steps (provided by Tracy Jubb - Rotherham Local Authority SEND Improvement Officer)
- Support and Training provided by an experienced, lead practitioner from Doncaster - Ruth Ford
- Networking with other professionals and SEND organisations - Nexus consulting with Matthew Seamarks
- Collaboration with other agencies and support services (e.g. Educational Psychologist, Inclusion Services)
- Other training opportunities which are relevant to the work being undertaken in school
- Professional development meetings held in school around SEND

- Rosehill also subscribes to the full training and development package available through Rotherham School Improvement Service (ROSIS) which offers a plethora of training and development opportunities.

The most recent whole school staff training has been around recognising the needs of our children and identifying strategies to support them with learning and development. Teaching staff undertook some excellent training from the Specialist Inclusion Team around the Graduated Response to SEN and Quality 1st Teaching. Wider staff in their bespoke training session, looked at strategies to support our most vulnerable learners with literacy and numeracy skills. The creation of our in-house, specialist inclusion team has further brought a breadth of knowledge and experience to school which has had a positive impact on teaching and learning throughout the school. Staff receive regular training around meeting the needs of all children (including medical needs) from specialist trainers.

The SENDCo has also completed accredited training in:

- The National Award for SEN Coordination
- Supporting pupils with Autism
- BA Honours in Teaching and Learning with QTS

The inclusion team have qualifications and training in the following:

- Supporting and learning in schools
- Health and social care
- Specialist support for teaching and learning in schools
- Trauma informed schools training
- Mental health first aid
- Makaton
- Healthy Minds
- Winstons Wish (bereavement)
- Understanding and supporting ADHD
- Understanding and supporting speech and language development
- Adverse childhood experiences training (aces)
- The importance of sensory processing
- Understanding autism (OFQUAL)
- Understanding behaviour that challenges (OFQUAL)
- Understanding children and young people's mental health
- Foundation degree in Learning support
- Thrive - mental health lead training
- Trauma Informed practice

## **How will teaching be adapted for children with SEND?**

All pupils here at Rosehill Junior School receive quality first teaching from their class teacher. The teacher will plan and deliver lessons according to the specific, individual needs of all the groups of children in their class and will ensure that the needs are met and that there are no barriers to pupils achieving. Specific resources and strategies will be used to support children with SEN individually and in groups where needed. These may be based on teacher observations and assessment, SENDCo observations or based upon recommendations made by external agencies to support learning in schools. All children are set suitable learning targets that are reviewed and assessed regularly to monitor progress and development. Some pupils may require specialist equipment and resources as part of their daily routine. Also, different approaches may be used in order for children with SEND to access the National Curriculum. Individual children may access a bespoke curriculum if required, this will be outlined within their EHCP or Support Plan.

### **What additional support might school offer a child with SEND?**

In accordance with the SEND code of practice:

‘For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.’

Provision for every child with SEN is based on their needs, is flexible and will change over time. It will be designed to support learning and also social and emotional wellbeing. Provision across school is identified on a whole-school provision map and that for individual pupils on an Individual Education Plan known as an IEP.

Some children may benefit from specifically targeted adult support either individually or in small groups. These groups or individuals may be taught by a teacher or a teaching assistant, following a plan devised by the class teacher or provided by an outside agency such as Speech and Language Therapy (SALT).

Some pupils, who have not made the progress they should have, will follow specifically targeted learning interventions. The Specialist Inclusion teacher for the school may be asked to assess the pupil and provide advice or a written plan to help pupils make progress. This written plan is called a Learning Support Plan (LSP).

Some pupils, with a higher proportion of need in more than one area of SEN, may require a coordinated approach through a SEN Support Plan. The SEN Support Plan specifically targets the needs and areas of provision required for a child to make progress. Specific individual support may be provided for pupils whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means that the child has been identified through a multi-agency assessment process, as needing a particularly high level of individual or small group support that is not usually available within a mainstream school.

So that we can ensure that additional support is effective we measure the impact it has in a range of ways:



- The pupil is making progress academically against national/age expected levels (or equivalents) and that there is a narrowing gap between their attainment and that of others the same age.
- Targets set in IEPs or LSPs are being achieved.
- Through discussion with parents and pupils.
- The pupil becomes a more independent learner and starts to access a class curriculum through quality first teaching therefore the need for additional support lessons reduces.
- Through children being removed from the SEN register when they have made sufficient progress (parents will always be informed if this is to happen).

The government requires all local authorities to publish their SEN offer on a website. The Rotherham Local Offer can be found at [www.rotherhamsendlocaloffer.org.uk](http://www.rotherhamsendlocaloffer.org.uk). There will also be a hyperlink on the school website.

### **Who are the people providing services to the children with SEND?**

Other people who may be involved in providing services to children with SEND at Rosehill Junior School are:

- Specialist Inclusion Team (SIT) Speech and Language Therapy (SALT)
- Educational Psychology Service (EPS)
- Occupational Therapy (OT)
- Physiotherapy
- Autism Communication Team
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse
- Specialist nurses/medical advisors
- Child and Adolescent Mental Health Service (CAMHS)
- Aspire Outreach Team (provides advice and support for pupils with SEMH)

Pupils access these services through a referral system from either school, another professional e.g. school nurse or GP, or some services accept referrals directly from parents/carers. Each service has their own referral criteria which must be met before a referral can be made. Parental support and permission is always sought before any referral is made.

### **How will we communicate with parents/carers around the progress and development of their child and how they can support their needs?**

In addition to parents' evenings and other informal opportunities to discuss pupil progress in school, parents of children with SEND are also invited to be part of the SEN planning, doing and reviewing process.

Each pupil with SEND will have a specific plan to support their learning which we call an Individual Education Plan (IEP), written by the class teacher, or a Learning Support Programme (LSP), written by the Specialist Inclusion Teacher. This plan will be shared with parents at a meeting in school before the intervention starts.

The plan includes information about the targets we are supporting the pupil to achieve, ways in which we aim to do this and how we will know whether the targets have been achieved. These are carried out termly and class teachers, SENDCo and parents/carers will all meet to discuss the child. It is also important to obtain the views of the pupil.. Children are more likely to achieve their targets if teachers, parents or carers and the pupil all work together, so part of the meeting will be about how parents can support their child and the opportunity to ask any questions about their child's needs. When the intervention has been delivered, the class teacher, and often the SENDCo, will review the plan with the pupil, parents or carers and any other people involved in supporting the child. Whether or not the targets have been achieved will be decided and together the next steps to be taken will be planned.

Pupils who have an Education, Health and Care Plan (EHCP) will have their needs detailed in the plan as a result of a multi-agency assessment. Within the EHCP will be long term outcomes for the child. Everyone who is working to support the pupil, including parents and carers, will be involved in setting small step targets to meet these outcomes for the pupil as part of an SEN Support Plan. These are reviewed in school on a regular basis so that everyone involved knows how they can support the pupil and what progress the pupil is making towards achieving their targets. In addition to this, the Head of School is required to carry out an Annual Review to decide how the pupil is progressing towards achieving the long-term outcomes set out in the EHCP. This review includes parents, the pupil, school staff and other people working to support the pupil sharing information about progress and next steps.

### **What support does school have for parents of children with SEND?**

The class teacher is available to discuss children's progress and any concerns parents may have and to share information about what is working well at home and at school so that similar strategies can be used.

- The SENDCo is available to meet with parents to discuss children's progress or any concerns or worries parents may have.
- The class teacher/SENDCo can help parents to understand reports from other professionals or support them in meetings with those professionals.
- Individual Provision Maps or Learning Support Programmes will be reviewed with parents each term and next steps planned together.
- The Inclusion Team and SENDCo work together to support parents with understanding their child, their own worries and concerns, offer guidance around their social and emotional mental health and can refer parents to other professionals for further support if needed.

## **How will school ensure that the child's voice is heard and that their views are valued?**

- Children's views are sought on a daily basis in school when they are asked to evaluate their own progress towards achieving the success criteria for the lesson through a system that suits their developmental needs.
- All children contribute to the reviewing of their learning targets - both in class termly targets and IEP/LSP targets for those with SEN. At IEP and LSP reviews, their views will be written on the review sheet after discussion with the class teacher or teaching assistant and will be put forward at the meeting by school staff. If appropriate the pupil will attend all or part of the review meeting.
- At Annual Reviews, the pupil will be able to attend part of the review to put forward their views, if the pupil feels confident to do this. Otherwise their views will be presented by a parent or member of school staff.
- Pupil Voice is of a high priority and teachers will obtain the child's view and record this down on a document and continue to update this throughout the academic year.

## **How accessible is the school environment?**

The school is required by the Equality Act 2010 to make 'reasonable adjustments' to enable all pupils to access the learning environment. The Act defines disability as:

*'A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.'*

The definitions of disability in the Equality Act include children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled people and those with SEN. Children and young people therefore may be covered by both SEN and disability legislation.

- The school has easy access to most entrances within school.
- Wide doors enable access to most classrooms.
- There is a disabled toilet in the main reception area of the school which is equipped with a hoist.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- There is a disabled parking space in the car park.
- Visual timetables are on display in all classrooms.
- Specific communication tools are on display for individual learners.
- Specific sensory tools are made accessible for individual learners.
- There is a Nurture Provision within school for children to access where required.

- A play based curriculum is also being developed within school to support children with developmental needs.

### **How will children with SEND be included in activities outside the classroom including school trips?**

- We aspire to ensure that all learners have the same opportunities to access extra-curricular activities as far as reasonably possible.
- For all school trips a risk assessment is carried out to ensure that the visit can be accessed safely for all pupils and staff involved.
- Discussion will take place with the pupil and parents around additional needs in order to plan the successful inclusion of each pupil.
- Each child's needs will be considered on an individual basis.
- If required, meetings will be held with parents/carers to discuss individual needs and requirements in fine detail.

### **How will school support children's social, emotional and mental health needs?**

We recognise that some pupils have additional social and emotional needs and these can create a barrier to learning and developing essential skills. These can be seen in a variety of ways e.g. through behavioural difficulties, anxiousness or being uncommunicative.

- Rosehill is extremely proud of its commitment to children's social and emotional development and has invested heavily in this area. School has appointed four highly trained and skilled members of staff to create an inclusion team to support the needs of our children. There is one member of staff allocated to each year group in school to support in key academic areas including English, Reading and Mathematics. In the afternoon, the inclusion team run a number of different groups to support various needs including, but not limited to, Volcano in my Tummy (anger), Time to Talk (communication), Lego Based Therapy (Autism and Communication). More information is available in the school's inclusion policy.
- At Rawmarsh Rosehill Junior School, we have a very effective Personal, Social and Health Education (PSHE) curriculum (developed and designed by ROSIS) which all children access regularly.
- School assemblies also focus on a range of PSHE issues and offer discussion opportunities for all pupils.
- We have an effective rewards system which promotes attitudes such as respect, resilience and perseverance and rewards appropriate learning and social behaviours through Dojo's. We have recently started a rewards afternoon to celebrate the success of our Always children. Each week staff select two children from each class to take part in different activities.
- Active playgrounds are positively promoted so that all pupils have opportunities to take part in a range of activities during playtimes.

- Playground leaders are trained to support pupils at playtime and know when to refer on to a member of school staff or the inclusion team. The inclusion team also supports playtimes.
- Staff are trained in how to support children's emotional wellbeing.
- Referral to other services who may be able to meet more complex needs e.g. Early Help, CAMHS, Behaviour Support Team (Aspire Outreach) and the Specialist Inclusion Team.

### **How will school prepare and support children with transition to and from Rosehill?**

Transition is a part of life for all learners; this could be transition to a new class or a new school. We would ask parents/carers to inform us as soon as possible if their child is moving to a different school so that there is time to plan for the transition.

For all pupils, including those with additional needs, who are leaving our school we:

- Ensure that information is passed on to the receiving school in a timely manner.
- Follow and support transition procedures set by the receiving school.
- Facilitate visits by staff from the new school to meet the children, pass on information to them and address any concerns.
- Facilitate visits to the new school by the pupils so that they can become familiar with the environment and staff.
- For those pupils in Y6, the PSHE curriculum during their last term in school is designed to address transition issues. We hold transition meetings for parents/carers and they are invited to meetings at the secondary school.

In addition to this for pupils on the SEND register we:

- Discuss with parents/carers and the pupil their concerns and act on those concerns where possible.
- Ensure that transfer information is passed on to other professionals working with the pupil or family in a timely manner.
- Arrange a Team Around the Child (TAC) meeting involving all relevant professionals and the parents to develop a personalised transition plan.
- A planning meeting will be held with the new class teacher and SENCo so that they can be prepared to meet the pupil's additional needs from when they start the new school.
- For those pupils with an EHCP, an Annual Review will be held where the SENCo from the receiving school will be invited and a transition plan developed.
- We may develop resources such as transition books or social stories for home and school which children can look at over the summer holidays before starting at their new school in September.
- We may support pupils in visiting or receiving additional visits from the staff of their new school.
- We will facilitate graduated transition where this is appropriate to the needs of the pupil and is agreed with the receiving school.

Where children are transferring to a new class in our school, our provision is the same for all pupils:

- The receiving teacher and teaching assistant visit the children in their current class before they move.
- Hold meetings where information about each child in the class is discussed and passed on. This meeting will include the SENDCo previous class teacher and receiving teacher.
- One page profiles and pupil voice documents are used to communicate children's individual needs.
- Have transition weeks at the end of the school year where children move to their new class.

For children with additional needs we may also, dependent on individual needs:

- Discuss with parents/carers and pupils their concerns and act on those concerns where possible. We will also act positively on their excitement and nurture this.
- Enable the child to visit the new class several times before transition weeks with the support of a teacher, TA or Learning Mentor.
- Arrange meetings between the new class teacher and other professionals involved in meeting the pupil's needs prior to transition.
- Teaching assistants meet to discuss the support offered to individuals. For any children who work on individual programmes with a key adult, a meeting will be arranged if this adult will change in the next academic year.
- Training and development will be available to all staff in any areas required to enable them to meet the pupil's needs.
- Pass on resources or equipment specific to meeting each child's needs and training provided if necessary.
- Carry out transition risk assessments if required.
- Review one page profiles, pupil voice and sensory questionnaires at a meeting between both teachers and parents/carers.
- Make transition books or social stories for the child to have both at home and at school.

For all pupils joining us from another school we:

- Encourage both parents/carers and children to visit our school before making an application for a place. Here at Rosehill, we have an open door policy and welcome visitors to our school.
- Liaise with the previous school so that we receive some information before the child starts. We will request information around the child's academic ability, progress/development and any other information they feel relevant to provide.
- Inform the previous school as soon as the pupil attends our school so that full records and information can be passed on to us in a timely manner.

## **If parents are not happy with the provision at school, how can they share concerns or make a complaint?**

If you have any questions or concerns, your first point of contact should be to speak informally with your child's class teacher. If you do not feel satisfied after this initial contact you should speak to Miss Lauren Brown, SENDCo. All complaints from parents of pupils with SEN will be dealt with through the school's complaints procedure which is available on our website. If you feel you need support to make a complaint regarding SEN provision, you may contact our Chair of Governors, Mr Chris Oxe or contact SENDIASS on 01709 823627.

## **How does the school meet the needs of Looked After Children with SEND?**

Looked After Children (LAC) are subject to the same processes of identification and provision as all other children with SEND.

In addition to the policies and practices outlined above, for pupils who are looked after we will, depending on individual need:

- Share SEND information with all relevant services, including Social Care.
- All those with parental responsibility for the pupil will be invited to meetings regarding pupil progress and SEND.
- Where possible, SEND meetings will run alongside those required by Social Care as part of their Looked After Children procedures e.g. Statutory Review Meetings.
- Targets for SEND pupils will be incorporated into Personal Education Plans (PEP)
- Pupils who are LAC are entitled to enhanced Pupil Premium. Decisions on the best way to use this funding would be made in consultation with all relevant stakeholders.
- LAC pupils' progress will be monitored by RMBC's Virtual School Team and may be referred to the Virtual School (LAC) team for additional mentoring in school.

## **Admissions of children with SEND and disabilities**

Admissions to Rosehill School are made via Rotherham Council's School Admissions Team. Further details can be found on the RMBC website.

[https://www.rotherham.gov.uk/homepage/344/apply\\_for\\_a\\_school\\_place](https://www.rotherham.gov.uk/homepage/344/apply_for_a_school_place)

Places for children who have an EHCP (Education, Health and Care Plan) are managed by RMBC's Education, Health and Care Plan Team and usually are in response to an EHCP review or as part of the initial statutory assessment process.

## **Glossary of abbreviations**

Here are some common abbreviations you may see in this report or reports and information you receive from other services.

ADD = Attention Deficit Disorder

ADHD = Attention Deficit Hyperactivity Disorder

ASD = Autistic Spectrum Disorder

ASC = Autism Spectrum Condition

CAMHS = Child and Adolescent Mental Health Service

CDC = Child Development Centre

EHCP = Education, Health and Care Plan

HI = Hearing Impairment

IPM = Individual Provision Map

LAC = Looked After Children

LM = Learning Mentor

LSP = Learning Support Programme

MLD = Moderate Learning Difficulties

NVQ = National Vocational Qualification

PSHE = Personal, Social and Health Education

SALT = Speech and Language Therapy

SEND = Special Educational Needs and Disability

SENCo = Special Educational Needs Coordinator

SpLD = Specific Learning Difficulties

TA = Teaching Assistant

TAC = Team Around the Child

VI = Visual Impairment



## **Links to other websites**

Here are some links to other websites concerned with SEND which may provide further information for parents and carers. There are many more available.

Rawmarsh Rosehill Junior School takes no responsibility for the information contained in these websites and does not endorse them in any way.

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Council for Disabled Children [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

National Autistic Society – Rotherham [www.nasrotherham.org.uk](http://www.nasrotherham.org.uk)

NHS Choices [www.nhs.uk/conditions](http://www.nhs.uk/conditions)

Rotherham Families Information Service [www.rotherhamfis.co.uk](http://www.rotherhamfis.co.uk)

Rotherham NHS Foundation Trust [www.therotherhamft.nhs.uk](http://www.therotherhamft.nhs.uk)

Rotherham Parent and Child Charter [www.rotherhamcharter.co.uk](http://www.rotherhamcharter.co.uk)

Rotherham Parents Forum [www.rpcf.co.uk](http://www.rpcf.co.uk)

SEND Code of Practice for Parents and Carers

SENDirect [www.sendirect.org.uk](http://www.sendirect.org.uk)

For any further information please feel free to contact the school.