



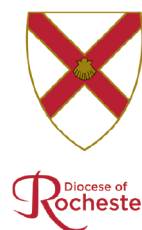
# Special Educational Needs and Disabilities (SEND)

## Key Information for Parents and Carers

**SEND Governor: Mr K Marsden**

**Inclusion Manager: Mrs T Macfarlane**

**[send@rosherville.kent.sch.uk](mailto:send@rosherville.kent.sch.uk)**



Diocese of  
**Rochester**



PROUD TO BE  
**Aletheia**  
Academies Trust



# Contents

**WHAT TYPES OF SEND DOES THE SCHOOL PROVIDE FOR? ..... 4**

**WHICH STAFF WILL SUPPORT MY CHILD AND WHAT ARE THEIR KEY RESPONSIBILITIES?..... 5**

**OUR SPECIAL EDUCATIONAL NEED AND DISABILITY CO-ORDINATOR (SENDCO) ..... 5**

**INCLUSION, ATTENDANCE AND FAMILY SUPPORT ..... 5**

**CLASS TEACHERS AND SUPPORT STAFF..... 6**

**EXTERNAL AGENCIES ..... 6**

**WHAT SHOULD I DO IF I THINK MY CHILD HAS SEND?..... 7**

**WHAT SUPPORT CAN I EXPECT - WHAT IS THE GRADUATED APPROACH? ..... 8**

**HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD’S EDUCATION? ..... 9**

**HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION? ..... 9**

**HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD? ..... 10**

**HOW WILL THE SCHOOL EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD? ..... 11**

**HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON’T HAVE SEND?..... 11**

**WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS? ..... 12**

..... 12

**BETWEEN YEARS.....12**

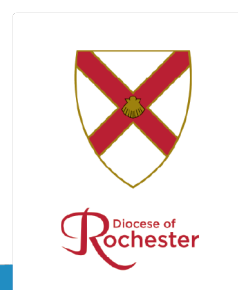
**TRANSITION FROM NURSERY OR TO SECONDARY SCHOOL .....12**

**WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY? ..... 13**

**WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD’S SEND PROVISION..... 14**

**SUPPORTING DOCUMENTS..... 15**

**GLOSSARY ..... 16**





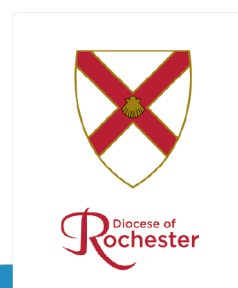
Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy and show you how SEND support works in our school. You can find our SEND policy on our website <https://www.rosherville.kent.sch.uk/statutory-information/policies/>

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



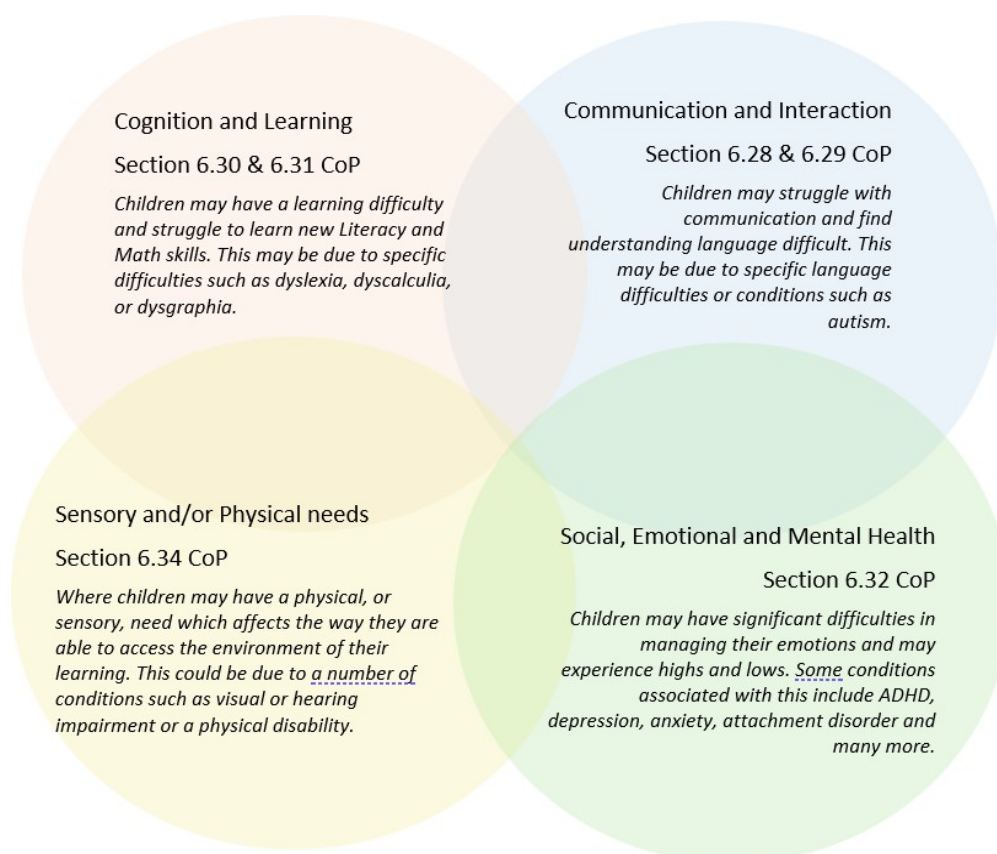
If there are any terms used in this information report that you are not sure of, you can look them up in the Glossary at the end of the report.





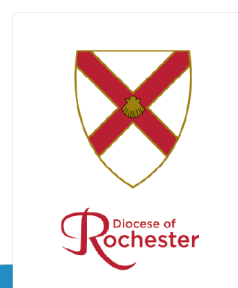
## What types of SEND does the school provide for?

Our school provides for pupils with the following areas of need (as outlined in the SEND Code of Practice 2015):



More information on the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270140/SEND_Code_of_Practice_January_2015.pdf)

Often you will find that children's needs overlap and this is why it is important to us to get to know your child well in order to gain a holistic overview of their needs.





## Which staff will support my child and what are their key responsibilities?

At Rosherville, all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

## Our Special Educational Need and Disability Co-Ordinator (SENDCo)

**Our Inclusion Manager and SENDCo is Mrs Tracy Macfarlane.**

Mrs Macfarlane is a qualified teacher and has undertaken additional training to achieve the National Award in Special Educational Needs Co-ordination. She has over 10 years experience in the role and has worked across several of the Aletheia Academies Trust schools.

Mrs Macfarlane works part-time but can be contacted by email when not in school: [send@rosherville.kent.sch.uk](mailto:send@rosherville.kent.sch.uk)

## Inclusion, Attendance and Family Support

**Our Inclusion, attendance and family support officer is Mrs Emma Spencer.**

Mrs Spencer is a qualified teacher and has undertaken additional pastoral support training. She is available to support all families within the school community on a range of academic and non- school based issues. If she cannot help she will seek to signpost you to the relevant professionals and services. Please do not hesitate to contact her to discuss your needs.

Mrs Spencer works part-time but can be contacted by email when not in school: [spencere@rosherville.kent.sch.uk](mailto:spencere@rosherville.kent.sch.uk)





## Class Teachers and Support Staff

All of our teachers and support staff receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND. Where needed they also access external specialist training from a range of high-quality providers.

## External Agencies

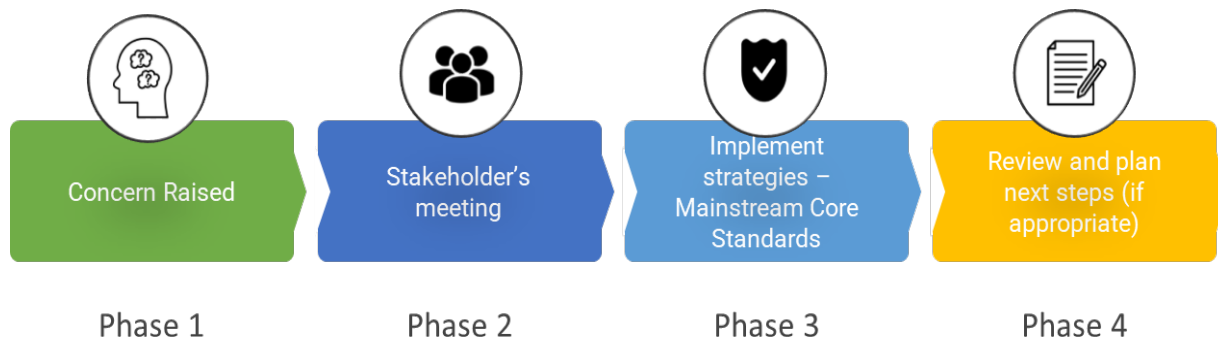
Sometimes we need external help to offer our pupils the support that they need. Whenever necessary we will work with support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Early Help
- Inclusion and Attendance Adviser / Education Welfare Officers
- Educational psychologists
- GPs and Paediatricians
- Occupational therapists and Physiotherapists
- Therapeutic practitioners
- Safeguarding services
- School nursing service
- SEND Inclusion Advisor
- Specialist Teaching Service
- Speech and language therapists
- Virtual school Kent



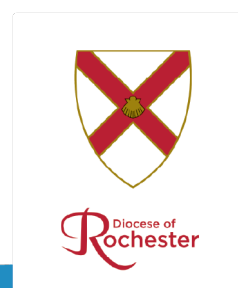


## What should I do if I think my child has SEND?



<b>Phase 1</b>	If you think your child might have SEND, raise your concern with their Class Teacher in the first instance.
<b>Phase 2</b>	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
<b>Phase 3</b>	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: <a href="https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a> . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
<b>Phase 4</b>	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support set out on a Personalised Learning Plan (PLP) and this will be reviewed using the assess, plan, do, review model.

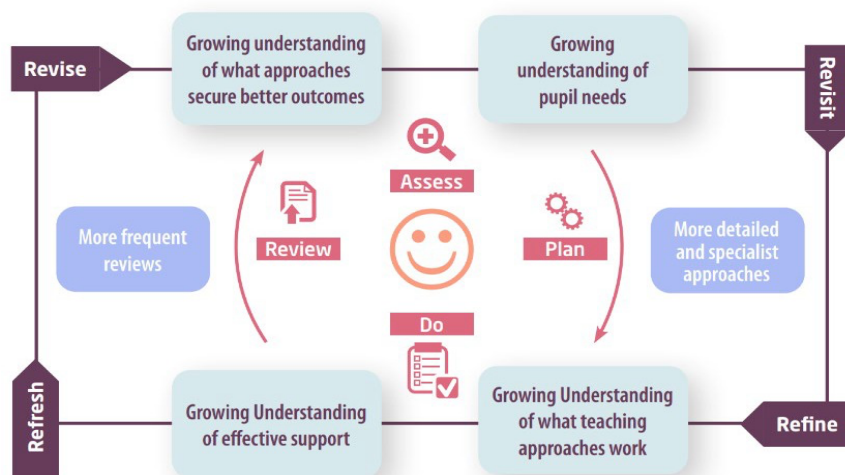
The same process is followed if a concern is raised by the school.



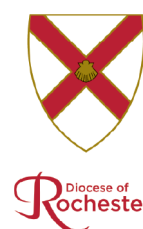


## What support can I expect - what is the Graduated Approach?

The support put in place will follow the graduated approach which is a 4-part cycle of **assess, plan, do, review**.



<b>Assess</b>	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will discuss this with you and ask for you and your child's input, as well as getting help from external professionals where necessary.
<b>Plan</b>	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.







## How will I be involved in decisions made about my child's education?

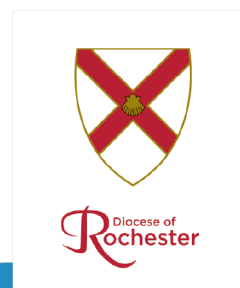
As a minimum we will provide all parents with an annual written report and offer two parent consultations per academic year. In addition to this, for parents of children on our register of SEND, the SENDCo may also attend these meetings to provide extra support. Parents will also be invited to contribute to their child's Personalised Learning Plan, receive an updated copy of it in the Autumn, Spring and Summer terms and be invited to attend a meeting to discuss this at the end of the Academic year. We know that you're the expert when it comes to your child's needs and aspirations and understand that the best way to support your child is to work in partnership with you. We very much welcome your input and are always happy to arrange additional meetings throughout the year. Class Teachers can be contacted on the Seesaw app and the SENDCo on: [send@rosherville.kent.sch.uk](mailto:send@rosherville.kent.sch.uk)

## How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative
- Complete a survey or pupil voice activity



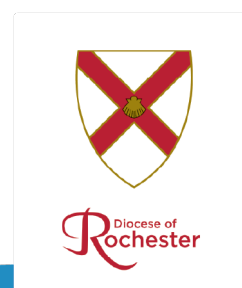


## How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Research shows that separating learners with SEND for numerous interventions or over relying on teaching assistants can be detrimental (*Teacher Handbook SEND – Embedding Inclusive Practice, Thompson and Walsh for Whole School SEND, 2020*). We may provide tailored interventions for specific pupils but high-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Kent Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, use of language, considering sensory processing and regulation difficulties etc.
- Adapting our resources and staffing depending on presentation of need
- Using recommended aids, such as laptops, coloured overlays, visuals, larger font, etc.
- Scaffolding lesson materials

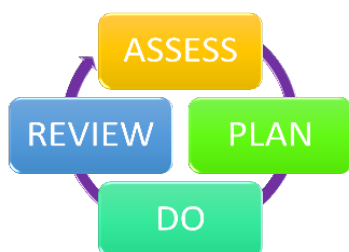




## How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Assessing and reviewing their progress towards their targets each term
- Using pupil voice and discussing with parents/carers
- Using the Personalised Learning Plans to record progress
- All PLPs are monitored by the SENDCo

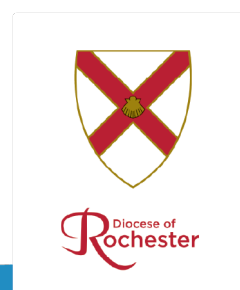


Holding an annual review (if they have an education, health and care plan (EHCP))

In discussion with and consent from parents, if we feel that, in spite of the support put in place, your child is not making expected progress we will seek external specialist expertise available to us as part of the Kent Local Offer.

## How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All pupils are encouraged to go on our school trips including our residential trip in Year 6 as well as to take part in special workshops and extra-curricular days and activities including clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.





## What support will be available for my child as they transition between classes or settings?

### Between years

To help pupils with SEND be prepared for a new school year:



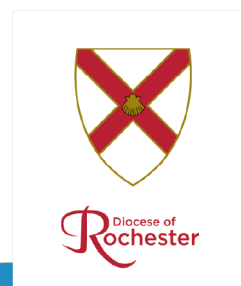
- A transition meeting is held with both the current teacher and the next year's teacher to meet to discuss individual children's needs. The SENDCo may also attend this meeting.
- All PLPs and relevant reports are shared with the new Class Teacher
- Meet the teacher sessions are arranged towards the end of the Summer term

### Transition from Nursery or to Secondary school

The SENDCo will attend Transition Days organised but the Specialist Teaching Service where they will meet with SENDCos from local nursery and secondary schools to discuss the needs of all the pupils who are receiving SEND support/ EHCP. Any Nursery or Secondary schools who do not attend will be contacted to arrange a meeting.

In addition, transition work and taster days will take place in Year 6 to prepare for Secondary transfer.

We also try to arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.





## What Support is Available for Me and My Family?

If you have questions about SEND or would like a general chat, please get in touch with Mrs Macfarlane or Mrs Spencer. We are here to support you, your child and your family.

To see what support is available to you locally, KCC publishes information about their local offer on their website: <https://www.kelsi.org.uk/special-education-needs/send-information-hub>

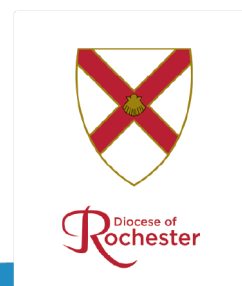
Our local special educational needs and disabilities information advice and support services is Information, Advice, and Support Kent (IASK). IASK provides legally based information, advice and support on educational matters relating to special educational needs and disabilities, including health and social care:

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/kent>

Tel: 03000 413 000

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)





## What should I do if I have a complaint about my child's SEND provision

We encourage parents to discuss any concerns they have about SEND provision with the Class Teacher, SENDCo or Headteacher to try to resolve any issues.

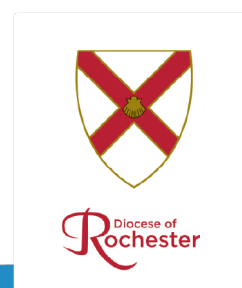
If you are not satisfied with the response, formal complaints about SEND provision follow the procedures detailed in the school Complaints Policy: <https://www.rosherville.kent.sch.uk/wp-content/uploads/2023/09/AAT-Complaints-Procedure-Sept-23.pdf>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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





## Supporting documents

The following documents which give supporting information can be found on the school website:

<https://www.rosherville.kent.sch.uk/statutoryinformation/policies/>

- Attendance policy
- Accessibility policy
- Admissions policy
- Child protection and safeguarding policy
- Behaviour policy
- Complaints policy
- Single Equality scheme
- SEND policy



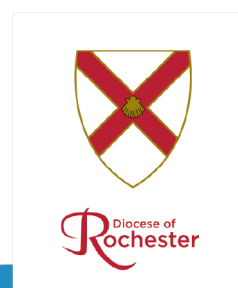
### **Additional supporting information:**

SEN & Disabilities Code Of Practice 2015 -

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEN\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEN_Code_of_Practice_January_2015.pdf)

### **Mainstream Core Standards –**

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>





## Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation/adaptations** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHCP/EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Personalised Learning Plan (PLP)** – the plan which is formulated when a child in our school has been identified as having a special educational need and/or disability
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND who do not have an EHCP
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

