



SEND

Information Report for Parents

Review January: 2018





Miss Rider
Family Cohesion
Coordinator



Mr Whiting
Assistant Head,
Inclusion Team



Mrs Anna Goodwin
SENDCO support



Mrs Feakes
ECaR Teacher

Pastoral Support and Inclusion Team



Mrs Blease
Mid day
Supervisor



Miss Kent
Learning and
Attendance Mentor



Mrs Beeley
Learning, Speech,
Language and
communication Mentor



Miss Kingsley
Staff and SEND Link
Governor



**Revd. Julie
Coates**
School Chaplin



Mrs Goodwin
Special Support
Assistant

Rosehill Methodist School is an Inclusive School. We ensure that all our children are involved in all aspects of learning, and are challenged and motivated to reach their full potential. Children may need additional support to help them meet their learning needs.

This document was compiled in response to the Special Educational Needs and Disability (SEND) code of practice 2014.

Our Local Offer details the range of provision and support available for all our children.

- Mr David Whiting is our Pastoral Support Manager and Special Educational Needs and Disability Coordinator (SENDCO). He is responsible for the operation of the Special Educational Needs policy and coordination of specific provision made to support individual children with SEN. Mrs Anna Goodwin has a role as SENDCO support
- Our Governor with responsibility for SEN is Miss Lindsay Kingsley.
- Mr David Whiting is our Designated Child Protection Teacher.
- Our Attendance Officer and Learning Mentor is Miss Shelly Kent
- Our Lunchtime Supervisor manager is Mrs Maureen Blease-Beddows

Important SEN Changes and Updates

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform program set out in '*Support and aspiration: A new approach to special educational needs and disability: Progress and next steps*' by:-

- Replacing statements and learning difficulty assessments with a new birth - 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

"What is the schools SEND Information to Parents Report " ?

The SEND Information to Parents report (also called Local Offer) was first introduced in the Green Paper (March 2011) as "*a local offer of all services available to support disabled children and children with SEN and their families. This information will set out what is available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child*".

Our SEND Information to Parents report is to let parents/carers know how we can support their child and what they can expect from our school setting. We hope that the answers to the following questions asked by parents/carers will give you the information you need about our school.

"How does Rosehill Methodist School know if children need extra help?"

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

"What should I do if I think my child may have special educational needs?"

- Initially speak to your child's class teacher.
- Contact the school office to arrange an appointment with Mr Whiting (SENDCO).

"How will I know how Rosehill is supporting my child?"

- **Quality First Teaching**
Every child at Rosehill receives quality first teaching. This means that a wide range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. If a child is not making expected progress then booster group interventions would be considered.
- **Support Action (previously known as School Action)**
A child may be identified by the class teacher as needing some extra support in more specific areas for example, reading, phonics or numeracy. This specific one-to-one or group work may be run by the teacher or a teaching assistant who has had relevant training. The effectiveness of these interventions are reviewed termly at SEND review meeting by the inclusion team and class teacher.
- **Support Action Plus (previously known as School Action Plus)**
A child may be identified by the class teacher/ Inclusion Team as needing Specific and specialist support from an outside agency. A referral will be made, with parental consent, and forwarded to the appropriate agency. After a series of assessments, a programme of support is provided to the school and parents/carers.
- **Specific Individual Support in the form of an Education, Health and Care Plan (EHCP) (previously known as a Statement of Educational needs)**
If your child's needs are complex or severe the school (or parent/carer) may request that the Local Authority carry out a statutory assessment of your child's needs. The school has a duty to meet the requirements of the plan and may request additional funding from the Local Authority.



"What do the staff at Rosehill specialise in?"

We have a highly qualified staff here at Rosehill with many specialisms including:

- Support for pupils with speech and language difficulties.
- Support for pupils on the autistic spectrum.
- Team teach - behavioural techniques and strategies training.
- Beanstalk a small group intervention designed to improve speaking and listening skills and supporting children, including those for whom English is an additional language, to become more confident and independent communicators.
- First Class @ Number intervention programme - a small group intervention designed to close gaps and improve mathematical skills at KS 1 and KS 2.
- ECAR/Reading Recovery teacher who targets reading and writing delay.
- Teaching Assistants trained in BRP(Better Reading Partnership).
- Dyslexia specific teaching program .
- Lexia and Nessie phonic intervention.

"What support can the school access from outside agencies?"

- SALT - Speech and Language Therapist.
- CLASS - Communication, Language and Autistic Spectrum Support.
- EMAT - Equality, Multicultural and access team.
- CAMHS - Child and Adult Mental Health Service.
- Early Help - A team to support the whole family.
- Hearing Impaired Team.
- Visually Impaired Team.
- Educational Psychologist - To observe and assess children whose needs have not responded to the interventions put in place for them. To advice school on strategies and interventions as required
- School Nurse - Maggie Doyle

"What support is there for my child's overall health and well-being?"

- If a child has a medical need then a Medical Care Plan will be written in consultation with parents/carers, the school nurse and the relevant health care professionals. The Medical Care Plan will be reviewed, at least, annually in September, or whenever appropriate, to meet the needs of the child. All staff are made aware of the plan and the procedures they need to follow.
- Where necessary, and in agreement with parents/carers, medicines can be administered in school where a signed consent form is in place. See "medicines policy".
- Members of staff such as the class teacher, learning mentors, teaching assistant are readily available to children, who wish to discuss emotional issues and concerns.
- As a parent/carer with concerns about your child please speak, initially, to their class teacher before or after school or contact the school office to make an appointment. If you have further concerns, please do not hesitate to contact Mr Whiting (Assistant Head) Miss Rider (Parent support Advisor) Or one of our Learning Mentors. Mrs Beeley or Miss Kent.
- Children who find lunchtime a challenge are supported by our Lunchtime Supervisor Mrs Blease-Beddows and her team of lunchtime assistants.
- All our Teaching Assistants at Rosehill are trained in First Aid.

"How will my child be included in activities outside the classroom, including school trips?"

- Activities and school trips are available to all children.
- Detailed risk assessments are carried out by class teachers and preliminary visits made. Procedures are put in place to enable all children to participate.

"How accessible is the school environment?"

- All access doors into the school are accessible by wheel chair and all doors are wide opening.
- All door frames are painted in a contrasting colour to the walls to support the visual impaired.
- The school has accessible toilets for staff and visitors.

"How will Rosehill support my child when joining the school or transferring to a new class or to High school?"

- A meeting and visit to school is arranged in July for new parents /carers and children before they join our Reception classes.
- A home visit is arranged for parents/carers and children before they join our nursery class.
- One to one meetings between parents/carers and the teacher are arranged to discuss needs. Where a child has more specialised needs an extra meeting is arranged between parents/carers, Mr Whiting (SENDCO) and other relevant professionals.
- Mrs Simm (Executive Head teacher), Mrs Redman (Head Of School) and Mr Whiting (SENDCO) are always willing to meet parents/carers prior to their child joining school.
- All children spend a transition morning in their new classroom in July where they meet their new teacher and teaching assistant
- High School Staff visit school and liaise with our staff prior to the year 6 pupils' transition days.
- Where additional visits would benefit the pupil, either between classes or to their new High School, these are arranged.

"How are the school's resources allocated and matched to children's educational needs?"

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's need.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings/SEND review meetings or if a concern has been raised at any time throughout the year.

"How will I be involved in discussions about and planning for my child's education?"

- All parents are encouraged to contribute to their child's education through discussions with the class teacher.
- Parent meetings are held each term for children who have SEND where parents review their child's progress and discuss new targets with teachers and SENDCO.

For further information or feedback you are very welcome to make an appointment with the Head teacher or SENCO. Appointments can be made through the school office.

Tel: 0161 343 8485

The following documents can all be found on the Policies page of School website (www.rosehill.tameside.sch.uk)

- Pupil premium report to parents
- Policy for Managing Medicines
- Behaviour, Anti Bullying and Attendance Policy
- Safeguarding and Child policy

DISCUSSED AND APPROVED BY: Community Committee on 26TH January 2017.
Teaching and Support Staff on 1st February 2017