

# SEND INFORMATION REPORT

<b>Approved by:</b> Governing Body		<b>Date:</b> October 2022	
<b>Last reviewed on:</b>		September 2022	
<b>Next review due by:</b>		September 2023	

*The SEND Information Report is intended to sit alongside Rolls crescent's SEND Policy.*

## **Introduction**

Rolls Crescent Primary School is a mainstream school that is committed to the inclusion of all pupils. We recognise and support the diverse needs of our children and ensure early intervention and support is in place for those with Special Educational Needs and Disabilities (SEND).

Our school aims are to:

- Provide a learning environment that is a safe, secure and accessible to support all of our children to succeed.
- Provide quality first teaching to match the needs of all of our learners.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Make inclusion a thread that runs through all of the activities that run through the school.

## **Key Contacts**

- Jeff Reynolds - Headteacher: [head@rolls-crescent.manchester.sch.uk](mailto:head@rolls-crescent.manchester.sch.uk)
- Helen Turner – Headteacher: [head@rolls-crescent.manchester.sch.uk](mailto:head@rolls-crescent.manchester.sch.uk)
- Jane Traore- Inclusion Manager/Designated Safeguarding Lead:

[traore@roll-crescent.manchester.sch.uk](mailto:traore@roll-crescent.manchester.sch.uk)

- Kia McKenzie – Parent support advisor/deputy designated safeguarding lead:

[mckenzie@rolls-crescent.manchester.sch.uk](mailto:mckenzie@rolls-crescent.manchester.sch.uk)

## **SEND Admissions**

At the CLIC Trust all of our schools follow their own local authority's admission procedures for primary school places. Therefore, Manchester City Council manages our admissions. Please contact Manchester City Council Admissions Team on 0161 245 7166 or apply online [here](#).

Where children who have Education Health Care Plans (EHCP), admissions are made via the Special Educational Needs EHCP Team. They can be contacted on 0161 245 7439 or [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk). For further information on the admission of pupils with a disability, please read the school's [accessibility plan](#). If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment with the SENDCo.

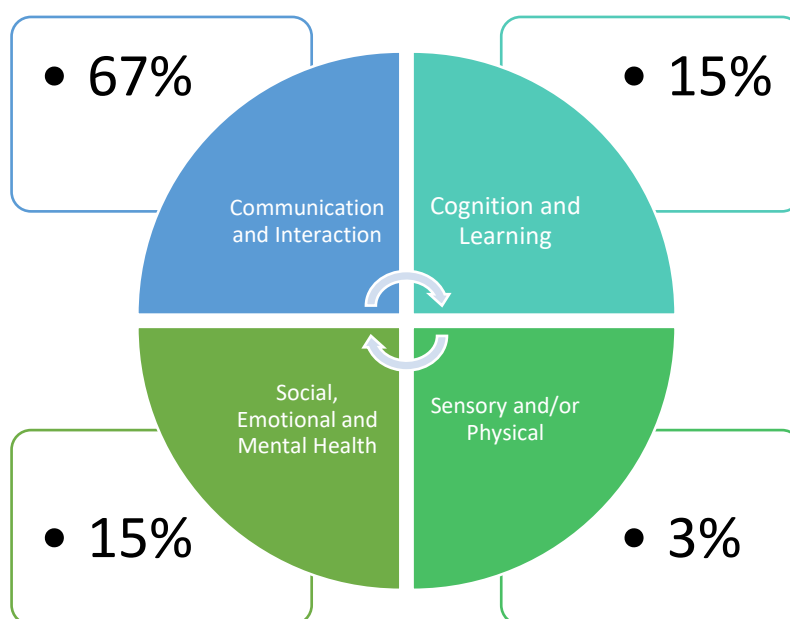
Applications for our pre-school nursery should be made directly to the school with our Admission's Manager, Rebecca Pickard who can be contacted on 0161 209 9930 or via email [Pickard@rolls-crescent.manchester.sch.uk](mailto:Pickard@rolls-crescent.manchester.sch.uk)

## **SEND at Rolls Crescent.**

SEND relates to pupils that have a learning difficulty or disability that calls for special educational provision to be made that is different from and/or additional to that normally available to other pupils their age.

The SEND Code of Practice (2014) states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. The Code of Practice categorises children's additional needs in four 'Broad Areas of Need.' At Rolls Crescent Primary School, we have children with a range of SEND needs relating to these areas. In September 2022 the percentage of needs were:



The majority of children in the chart above have difficulties in more than one area. Their primary category has been decided, based on their main need or the difficulties which present the most significant barrier to their progress and learning.

These figures are reviewed in this report annually.

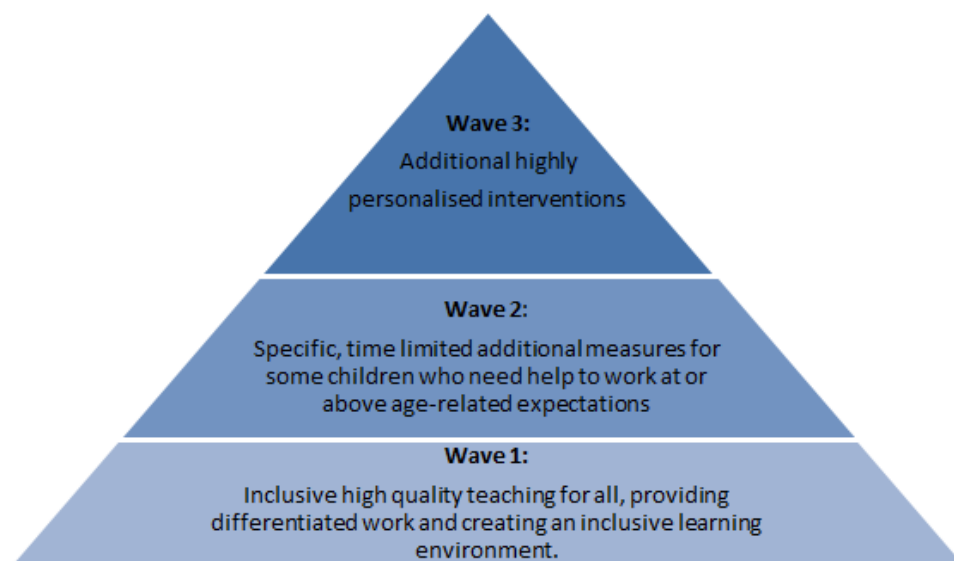
### Identifying of SEND.

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulties and is not making progress then this is raised as a concern with the SENDCo or other specialist SEND staff within school. Every child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

- Observations
- Discussions
- Questioning
- Formal assessments
- Individualised programmes
- National tests

This monitoring ensures children are making progress towards specified outcomes for the strategy, intervention or programme being used to support them. When strategies and appropriate interventions are implemented, parents will be informed and information shared about expected outcomes. Sometimes parents and the child will have a discussion with the class teacher and/or the SENCO or SEND teacher. As part of this discussion some next steps may be agreed together. We will also consider parental concerns. Children with social, emotional and mental health needs may be identified through Safeguarding processes. At Rolls Crescent there are regular vulnerable children's meetings where children with these needs may be discussed.

At Rolls Crescent we understand that some children will need extra support to thrive. There are 3 waves of support that form part of our graduated response to the needs of our children. This graduated response forms part of the school's identification of children's SEND needs.



### Wave 1 – Universal Provision

This is the universal provision that underpins the practice of all staff at Rolls Crescent. It includes, high quality, inclusive practice for all learners. This includes strategies, resources and adaptations to the curriculum and environment to remove barriers to learning for all pupils. Reasonable adjustments are made for individual needs to prevent disadvantage to those children.

### Wave 2 – Targeted Support

This is for children who may be showing some difficulties with their learning. The SENDCo will support staff in implementing specific, additional and time-limited interventions to help accelerate their progress to enable children to work at, or above, age-related expectations. Children at this stage may or may not be on the SEND register.

### Wave 3 – Specialist Support

Wave 3 is targeted provision for a small number of children, where it is necessary to provide highly tailored intervention to accelerate progress or enable them to reach their potential. This may include one-to-one, small group or specialist interventions. Children who require this level of support will be on the SEN register. Within this small group of children, a minority may need more support than is available through special educational needs support and may have an Education Health Care Plan (EHCP). These children have highly specific and individualised

support that is statutory. Nationally 2.3% of children have an EHCP in a mainstream primary school. As of September 2022, 3.6% of children at Rolls Crescent Primary School have an EHC plan.

## Types of Provision

There are many different strategies and interventions used at Rolls Crescent to support children's SEND needs. Please find a brief overview for each of the 4 broad areas of needs.

### Communication and Interaction

*Rolls Crescent Primary has recently received the "Communication Friendly" school status. This means we have a whole school approach to supporting language, communication and interaction.*

WAVE 1 – All Classes	WAVE 2	WAVE 3
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Elklan Strategies.</li> <li>• Word Aware Strategies</li> <li>• Modelled speech/language</li> <li>• Modelled Interaction</li> <li>• Blank Level Questions</li> <li>• Targeted questioning</li> <li>• Talking partners</li> <li>• Group work</li> <li>• Class visual aids and prompts</li> <li>• Visual timetables</li> <li>• Key words/word banks</li> <li>• Drama activities</li> <li>• Sequencing activities</li> <li>• Additional processing time</li> <li>• Simplified Language</li> <li>• Sentence Stems</li> <li>• Opportunities for individual, pair, group or whole class working</li> <li>• WELLCOMM Screening</li> <li>• Regular communication through informal and formal meetings e.g. parent's evening</li> </ul>	<ul style="list-style-type: none"> <li>• SALT intervention with an ELKLAN trained TA.</li> <li>• Pre-teaching of vocabulary</li> <li>• Mind mapping Support.</li> <li>• Social skills group</li> <li>• Learning to Listen Intervention</li> <li>• Nuffield Early Language Intervention</li> <li>• WELLCOMM intervention</li> <li>• Narrative Therapy</li> <li>• Narrative Commentary play</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapist assessment</li> <li>• Individual SALT programme support</li> <li>• Outreach support from specialist schools: RHOSY, The Birches, Ashgate, Grange</li> <li>• Individual visual timetables</li> <li>• TALC assessments</li> <li>• DLD Support</li> </ul>

Interventions are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress, then advice is sought to discuss next steps.

Cognition and Learning		
<b>WAVE 1 – All Classes</b> <ul style="list-style-type: none"> <li>• “Adaptive teaching” planning</li> <li>• Modelling of skills</li> <li>• High expectations</li> <li>• Success criteria and child led/choice of challenge approach</li> <li>• Little Wandle Phonics scheme</li> <li>• 1:1 and group reading</li> <li>• Guided writing</li> <li>• Scaffolds</li> <li>• Visual dictionaries</li> <li>• Word mats</li> <li>• ICT to support learning</li> <li>• Writing frames</li> <li>• A range of physical resources to support maths concepts, such as Numicon, dienes, shapes, 100 squares etc.</li> <li>• Learning displays</li> <li>• Challenge tasks</li> <li>• Support from Teaching Assistants</li> <li>• Green for Growth marking</li> <li>• All children's progress and attainment is assessed and tracked throughout the year</li> </ul>	<b>WAVE 2</b> <ul style="list-style-type: none"> <li>• SPaG group (Spelling, Punctuation and Grammar)</li> <li>• Speedy Reading</li> <li>• BR@P</li> <li>• Year 6 Reading Boosters</li> <li>• Year 6 Maths Boosters</li> <li>• Dyslexia Gold</li> <li>• Learning &amp; Language</li> <li>• Developing Written Language Skills</li> <li>• Developing Phonological Awareness</li> <li>• Developing Written Language Skills</li> <li>• Task boards to break down tasks into manageable chunks and support independence.</li> <li>• Precision Teaching</li> <li>• Pre-teaching of vocabulary</li> </ul>	<b>WAVE 3</b> <ul style="list-style-type: none"> <li>• The Hive – resourced support for KS2 pupils.</li> <li>• Intense (1:1 Or small group work) support in core and foundation subjects</li> <li>• Support from Educational Psychology (EP)</li> <li>• Outreach from specialist provision; The Birches and Ashgate School.</li> </ul>

Social, Emotional and Mental Health Needs.		
<b>WAVE 1</b> <ul style="list-style-type: none"> <li>• Differentiated/ Adaptive Teaching curriculum planning</li> <li>• Zones of Regulation</li> <li>• Whole school behaviour policy</li> </ul>	<b>WAVE 2</b> <ul style="list-style-type: none"> <li>• Therapeutic Play (With a trained TA)</li> <li>• Social skills group</li> <li>• Individual nurture plans</li> <li>• Individual reward system &amp; behaviour logs</li> </ul>	<b>WAVE 3</b> <ul style="list-style-type: none"> <li>• Play Therapy</li> <li>• Individual social stories to teach specific social skills</li> <li>• Positive Approaches, Behaviour and Nurture Support</li> <li>• CAMHS Support</li> </ul>

<ul style="list-style-type: none"> <li>• School &amp; class charters (Rights Respecting School)</li> <li>• Class DOJO reward</li> <li>• PSHE planned lessons using the Jigsaw scheme</li> <li>• Whole school assemblies</li> <li>• Talking partners</li> <li>• Class visual timetable</li> <li>• Calm spaces in school</li> <li>• Timers &amp; stress relievers</li> <li>• Emotion/social resources</li> <li>• Positive touch</li> <li>• Whole school 'Team Teach' de-escalation approach</li> <li>• Praise and high expectations</li> <li>• Praise postcards</li> <li>• Star of the Week</li> <li>• School council</li> <li>• Fidget toys/resources</li> <li>• Wobble cushions</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support at playtime (break time and lunchtime clubs)</li> <li>• Transition support</li> <li>• Support from the Family Support Worker.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychology Support</li> <li>• Outreach from Bridgelea Specialist Support.</li> </ul>
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### Sensory and/or Physical Needs

<b>WAVE 1</b> <ul style="list-style-type: none"> <li>• Differentiated/Adaptive Teaching curriculum planning</li> <li>• Accessible for all school building</li> <li>• Sound field and teacher microphone in each class</li> <li>• Sensory Room</li> <li>• Adaptions to the classroom (when appropriate)</li> <li>• Fine motor skill activities such as: peg boards, putty, cutting etc.</li> <li>• Additional movement breaks</li> <li>• Classrooms have age appropriate furniture and environments</li> </ul>	<b>WAVE 2</b> <ul style="list-style-type: none"> <li>• Use of specialist equipment</li> <li>• Pencil grips</li> <li>• Coloured overlays</li> <li>• Lap weights</li> <li>• Sloping boards for desks</li> <li>• Adapted cutlery</li> <li>• Fidget kits</li> <li>• Wobble cushions</li> <li>• Ear Defenders</li> <li>• Balance boards</li> <li>• Trim trail</li> <li>• Fine motor programmes – Motor Skills United and South Warwickshire</li> <li>• Write from the start</li> <li>• Large keyboard for computer work</li> <li>• Sensory room activities</li> </ul>	<b>WAVE 3</b> <ul style="list-style-type: none"> <li>• Health Care Plans</li> <li>• Individual workstation</li> <li>• Social stories</li> <li>• Targeted work from Occupational Therapy</li> <li>• Physiotherapy Outreach Team</li> <li>• School Nurse Team</li> <li>• Outreach from Physical and Sensory Support Services (LOIS)</li> <li>• Individual support with self-care where appropriate</li> <li>• ICT program to develop keyboard skills</li> <li>• Write From the Start- Hand-activities to help eye coordination</li> </ul>
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<ul style="list-style-type: none"> <li>• Visual prompts, pictures and ICT used appropriately to aid learning</li> <li>• High quality resources are readily available, organised to enable independence</li> <li>• Seating plans or group tables are used – adjustments made for pupils who needs a specific seat</li> <li>• Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</li> <li>• Outdoor learning opportunities</li> </ul>		<ul style="list-style-type: none"> <li>• Risk assessments of the environment</li> </ul>
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## Assessment for Children with SEND

We monitor and track the progress and attainment of all pupils at Rolls Crescent. We use a programme called Target Tracker to record pupil's progress in relation to the objectives for the year group they are in. This data and assessment enable us to identify any additional needs and to celebrate achievement. For any children staff have concerns about we then follow the graduated approach of assess, plan, do, review, where children receive additional support as outlined in the provisions above.

For children working outside their Key Stage level, but who are engaged in subject specific study, staff use the Pre-Key Stage Standard for their assessment judgments. Where children are working below the Key Stage Standards and national curriculum, we use the engagement model. This is an assessment tool to help schools support children by assessing 7 areas of their engagement at school. These areas are the 7 aspects of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation).

Assessment feeds into pupil support plans and pupil progress meetings. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their IEP each term
- Reviewing the impact of interventions after an arranged number of weeks (this can change based on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans



## **Collaboration with Pupils and Parent/Carers**

At Rolls Crescent we believe that parents and carers know their children best. Should staff have any concerns about a child, we endeavor to have an early discussion with the pupil and their parents, 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, and staff take into account the parent's concerns. We want to make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are.

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

Parents of children on the SEND register will be invited in for three review meetings during the year, including the annual review of Education, Health and Care Plans.

## **Transitions**

Children who join in the Nursery are welcomed into our school community with a home visit by a member of the EYFS or Inclusion team. A series of parent and child taster sessions follow this in preparation for a pupils start date.

We understand that no two children are the same and are led by the child's needs as we increase their time over the school day.

Transition from Nursery into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.

Our whole school approach of using a phased system; Nursery – Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6, enables our children to become familiar with different classrooms and teachers and further support transition. Children are given 'transition booklets' to take home with them to familiarise themselves with their new teachers and learning environments.

New children in years 1-6 will be invited in for an admission meeting at school prior to starting. We will then plan a child's transition to us with information from parents and all professionals already involved, to support a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, we will liaise with staff from the new setting to support a smooth process. This may include, inviting them to observe the child in our setting, meetings with parents and the child, and additional visits to the school to support a smooth transition.

## **Staff Training**

Our SENDCo, Mrs Traore has been a SENDCo for 16 years. She is a qualified teacher and is Level 4 ELKLAN trained. Mrs Traore is also the safeguarding lead and designated teacher for looked after children. Kia McKenzie (Family Support Worker) is a qualified social worker and has a degree in special education, inclusion, disability, childhood, and family studies.

Ms Reilly is an ELKLAN trained TA who is our specialist Speech and Language Teaching assistant. Staff who also hold the ELKLAN qualification or are currently training in ELKLAN are Gemma Shiels and Debbie Woodward.

We have 11 Learning Support Assistants who work with SEND children across the school to provide targeted support to meet their needs. We have staff trained to deliver wave 2 and 3 interventions. We hold weekly staff meetings where staff can be updated on matters relating to special educational needs and disability as required. Individual teachers access support and training relevant to the needs of the pupils in their class.

As well as designated Mental Health First Aiders, some staff have had health training in asthma and allergies (Epi Pen training).

All of our teachers hold Qualified Teacher Status, some of our support staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills and knowledge.

We work closely with the local educational services; including Educational Psychologists, Speech and Language, Behaviour Support Services, Mental Health Worker, Physical and Sensory Services, Occupational Therapists and Speech and Language Therapists to provide training and support for staff as it is needed.

The SENDCo keeps a record of the training related to SEND that staff complete over the academic year.

### **Complaints about SEND provision**

We have an open-door policy at Rolls Crescent and welcome parents' feedback on all issues relating to their child's SEND and provision. Where parents have a complaint about SEND provision in our school, we advise that these should be made to the class teacher in the first instance. They will then be referred 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 child. They can make a claim about alleged discrimination regarding:

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

[SENDIASS](#) (Special Educational Needs and Disability, Information and Advice Support Service) is a service for the parents, carers and young people with SEND. They provide information, advice and support relating to Special Educational Needs. This can be in relation to the statutory duties a school have or supporting parents to navigate the tribunal system if needed. More information is provided [here](#).

### **Governors**

At Rolls Crescent, the SEND governor is Lynda Guest. She meets termly with the Inclusion Team to gain an overview of the whole school picture for SEND and champion the education of children with SEND.

She will do this by:

- Raising the awareness of SEND at governing body meetings
- Monitoring the quality and effectiveness of SEND provision within Rolls Crescent and update the governing body on this.
- Work with the Headteacher and SENDCo to oversee the strategic development of the SEND policy and provision in the school.

## **Manchester Local Offer**

A Local Offer gives children and young people with SEND, and their families, information about what support services the local authority has available in their local area. Manchester's Local Offer can be found [here](#).

## **Reviewing and Monitoring the SEND Report**

This policy and information report will be reviewed annually by the school SENDCo. It will also be updated if any changes to the information held, are made during the year. The information report will also be approved by the governing board.

## **Further information...**

This information report sits alongside the following policies that parents may wish to read for further information:

[SEND policy](#)

[Accessibility plan](#)

[Safeguarding](#)

[Behaviour policy](#)

[Complaints procedure](#)

[Admissions arrangements](#)

[Public sector equality duty](#) (Equality Duty)

[Medical Policy](#)