



Special Educational Needs and Disabilities Information Report

Status:	STATUTORY
Responsible person:	SENDCo: David Adfield
Responsible Governor:	Sue Leaver
Review Period:	Annually
Review Date:	November 2026
Local Offer Contribution	Somerset's SEND Local Offer

Local offer statement:

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

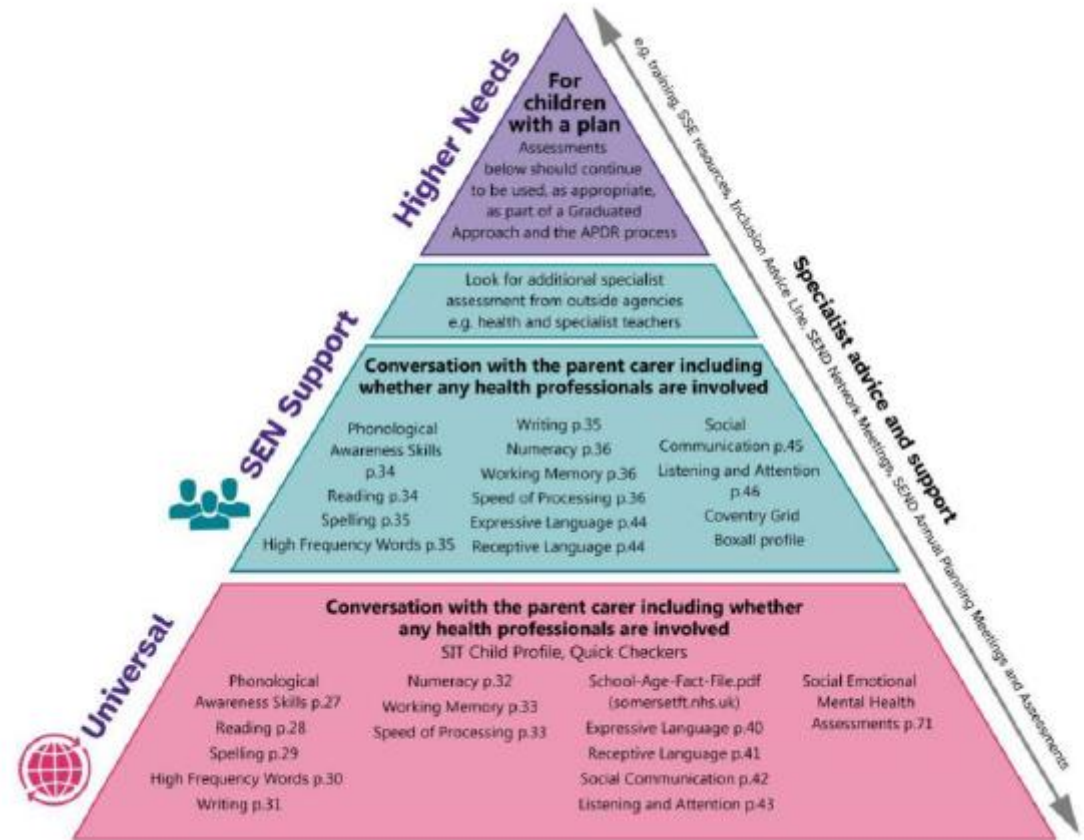
A. How does the school know if a child needs extra help and what should I do if I think that my child may have Special Educational Needs (SEN)?

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN)?	In the first instance you should raise your concerns with your child's class teacher. You can also contact Mr Adfield, the school SENDCo (Special Educational Needs Coordinator) who works Monday to Friday, via the school office or on the gate in the morning. A designated SENDCo day is usually Monday to Thursday.
What kinds of Special Educational Needs and Disabilities are catered for at Rockwell Green Primary School?	We are a fully inclusive school who will cater for the needs of all children wishing to attend regardless of needs or impairments. Full details of our support for children with SEN can be found in our SEN and Inclusion Policy

How do you identify children with SEN?

There are many ways that children may be identified:

- Pupils – children may raise issues with their class teacher or parent/carer regarding barriers they are finding to be successful with their learning. This information can then be used to ensure appropriate provision for their need.
- Parents/carers – parents/carers may raise concerns regarding their child with the class teacher. These concerns will be listened to, explored further and any outcomes will be reported back to you.
- Teachers – teachers may identify children by making observations of the child, analysing termly assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions with the SENCO.
- SENCO – the SENCO will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering information about the child's progress, attainment and behaviour. Where appropriate specific assessment tools may be used by the SENCO to support the judgements that they make.
- External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.



How will I be able to raise any concerns I may have?	We have an open door policy at Rockwell Green Primary School and so you can always speak to the class teacher at the end of the school day about concerns that you may have. You can also ring the office to arrange an after school meeting with your child's teacher or Mr Adfield, the SENDCo.
Will the school let me know any concerns about my child's learning?	Your child's teacher will ask to speak to you about any concerns that they may have, to gain a history and your own insight into your child's learning needs. Progress will also be discussed at parents evenings.
Who should I contact if I would like a visit?	Contact the school office on 01823 662317 to arrange a visit to the school.
What support do you have for me as a parent of a child with a SEN?	The class teacher and SENDCo will give you support and advice on how best you can support your child and the school also has access to a range of specialists to whom you can be referred to get extra specialist support.

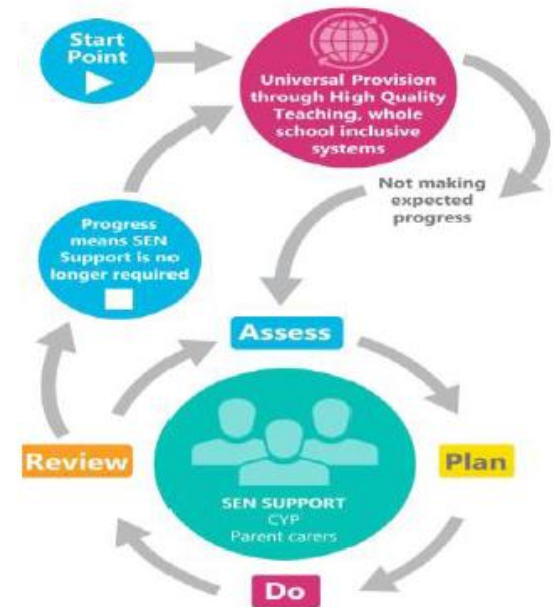
B. How will school staff support my child?

Somerset Graduated Response Tool

High quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need:

- Communication and Interaction
- Physical and Sensory
- Cognition and Learning
- Social, Emotional and Mental Health.

The tool targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: [Somerset's SEND Local Offer](#)



<p>What opportunities will there be for me to discuss his/her progress with Staff? What opportunities will there be for regular contact about things that have happened at school?</p>	<ul style="list-style-type: none"> • We have an open door policy where we encourage parents to come and discuss their child with the class teacher whenever they feel the need. • Children with high levels of need will have an Annual Review meeting held each year which is attended by parents, teachers, SENDCo and any other involved specialists. • Meetings can be requested with the class teacher or SENDCo at any time. • Children’s books are available for parents to look at during parents’ evenings and during other special events when parents are invited in.
<p>How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • There is an on-going dialogue between teachers, teaching assistants and the SENDCo about the progress of all children. • Pupil Progress Meetings are held termly where teachers discuss the progress of children within their class with the Head Teacher. • The senior leadership team within the school monitor teaching and learning throughout the year. • We hold on-going assessments of English, mathematics and phonics; progress is tracked at the end of each term (half termly for phonics). • In the Foundation Stage classes there are daily observations and progress is continually tracked on Early Years Foundation Stage Profile.
<p>How will I know what progress my child is making?</p>	<p>We hold parents’ evenings in the autumn and spring terms, and send out progress and attainment reports in the summer term.</p> <p>Parents’ evenings also gives the opportunity for book-sharing, allowing parents to see progress.</p>
<p>How and when will I be involved in planning my child’s education?</p>	<ul style="list-style-type: none"> • Individual Learning Plans (ILP) will be reviewed on a termly basis by the class teacher in partnership with the SENCO (when appropriate) and should include yourself and your child. Progress against the targets set will be reviewed and new targets on an ILP will be set if appropriate. • If your child has a high level of special educational need and an Educational Health Care Plan (EHCP) then you will be invited to an Annual Review meeting each year where you can be involved in planning targets for your child.
<p>Do you offer any parent training or learning events?</p>	<ul style="list-style-type: none"> • In conjunction with the Mental Health Support Team, we recently held workshops on anxiety and worries to support parents and children. • We offer Tuning Into Kids workshops to help parents with developing an emotion coaching approach with their children • We also hold regular class open events where parents can come and look around the classroom and hear about the children’s work.

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C. How will I know how my child is doing and how will you help me to support my child's learning?

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D. What support will there be for my child's overall wellbeing?

<p>What is the pastoral, medical and social support available in the school for children with SEN and disabilities?</p>	<ul style="list-style-type: none"> • We have a large number of First Aid trained teaching assistants and lunchtime supervisors. • We use forest school provision to support children. • Teachers carry out assessments to help identify strengths and difficulties with the emotional and social development (BOXALL and Talkabout). Appropriate provision and outcomes can be planned to support the needs of individuals. • The RSHE (Relations, Sex and Health Education) curriculum is continually adapting to meet the needs of individuals. Objectives are carefully planned for and taught with current class needs in mind. We use SCARF for a consistent whole school approach.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • The school follows local authority advice on the administration of medicines in school. Please see our policy for further details: Supporting Pupils with Medical Conditions. • Individual plans for personal care are developed in collaboration with parents, school staff and outside agencies.
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<ul style="list-style-type: none"> • We have close recording and monitoring of behaviour with clear sanctions, and rewards for good behaviour. Where necessary meetings with parents are arranged to create a partnership between home and school. Please see our Behaviour For Learning Policy for further information.

<p>How will my child be able to contribute his or her views?</p>	<ul style="list-style-type: none"> • The pupils are at the centre of all the work we do in school and are always encouraged to participate in the development of their own support programmes where possible. Children with high levels of need are invited to Annual Reviews to discuss provision and progress. • Targets and provision are discussed with each child to ensure they are aware of their next steps in learning • We have an active Pupil Task Force with class representatives who attend meetings and share views and opinions.
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E. What specialist services and expertise are available at or accessed by the school?

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	<p>MHST – Mental Health support Team Support parents and children with their mental health and wellbeing. They can support with Cognitive Behaviour Therapy (CBT) and other anxieties and worries. https://www.youngsomerset.org.uk/mental-health-support-team</p>  <p>Parent and Family Support Advisor (PFSA). Give advice and support for parents, carers and young people around issues and situations affecting school attendance, emotional well-being, behaviour and family advice. Referrals can be made through the SENDCo or Head Teacher.</p> <p>The Ethnic Minority Achievement Service (EMAS). Can offer assessment and teaching for children and young people learning English as an Additional Language (EAL), advice and support for school leaders, teachers and teaching assistants. The service run training courses to help develop expertise within schools and it has a resource library from which schools can borrow dual language books, bilingual dictionaries and cultural diversity book packs.</p> <p>As a school we also liaise closely with Health and Social Care services as well as voluntary organisations to ensure we meet the needs of pupils with SEN and to support their families.</p> <p>SENDIAS Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plan. https://somensetsendias.org.uk/</p>
<p>Where can I find information about Somerset’s Local SEND Offer?</p>	<p>Somerset’s SEND Local Offer is about services and support available locally for children and young people with Special Educational Needs and Disabilities. It can be accessed here Somerset’s SEND Local Offer.</p>

F. What training have the staff supporting children and young people with SEN and disabilities had or are having?

Staff receive ongoing training throughout the year and has included:

- Emotion coaching approach
- Zones of Regulation training
- RWI Phonics training – both external and internal
- ELSA training – 2 ELSA practitioners in school
- High Quality Teaching
- Working Memory and processing
- Training from the AET (Autism Education Trust)
- First Aid training
- Training in the medical needs of children with epilepsy
- Managing diabetes
- Safeguarding and prevent training

G. How accessible is the school and how will my child be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	The main school building and huts are wheel chair accessible. The hall is accessed via the main school entrance or the rear entrance. There is one accessible toilet in the building outside the library.
Will he/she be able to access all of the activities of the school and how will you help him or her to do so?	We believe in full equality for all children and, as such, all children are enabled to participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all.

H. Transition How will the school prepare and support my child to transfer to a new school?

What preparation will there be for both the school and my child before he/she joins the school?	<p>Joining in Reception:</p> <ul style="list-style-type: none"> • For children joining Rockwell Green in their Reception year there are multiple opportunities for Stay and Play sessions. Usually a member of staff from pre-school would also attend (depending on your child’s pre-school).
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	<p>In addition the class teachers visit the pre-schools to meet the children and, in the Summer term, do home visits. This ensures that there is plenty of opportunity for parents to discuss their child's needs and for teachers to observe the needs of the children.</p> <ul style="list-style-type: none"> • For children who already have a professionally identified SEN a school entry plan meeting will be held involving parents, the child and professionals from both pre-school and the school setting. • Children joining mid-year are encouraged to come and visit the school before they start and are allocated a peer to support them when they first start.
<p>How will he/she be prepared to move onto the next stage and how will you support the new school to prepare for my child?</p>	<p>Year 6 to secondary school</p> <ul style="list-style-type: none"> • For children with SEN transferring to the local secondary school there are visits in addition to those arranged for all Y6 children. This allows the children to become confident in the new surroundings and to meet some of the staff with whom they will be working. • The local Parent and Family Support Advisors also arrange some after school and summer holiday visits to help build the confidence of vulnerable pupils. • The Rockwell Green Primary SENDCo, Mr Adfield, and Year 6 class teacher, meets with the SENDCo at Courtfields. This allows a transfer of information and a discussion about needs and provision when children move to Y7. • If the child has high or complex need, the parent may also be invited to attend this meeting.
<p>What information will be provided to his or her new school?</p>	<ul style="list-style-type: none"> • We provide the new setting with information on current levels of achievement in reading, writing, maths and science as well as current reading and spelling ages. In addition we forward any reports written by specialists and any assessments that have been undertaken on the child. • We also inform them of current provision and needs. ILPs and Behaviour Management Plans that identify need and agencies involved for each child are also given. This allows a transfer of information and a discussion about needs and provision when children move to Y7. • If the child has high or complex need, the parent may also be invited to attend this meeting.

I. How are complaints made regarding the provision for a child with Special Educational Needs or Disabilities?

<p>What do I do if I feel that adequate provision is not being made for my child's SEN?</p>	<p>In the first instance it is very important to talk to your child's class teacher about the support and provision in place for your child and to make any complaints known so that the teacher can work with you to change the situation.</p>
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If you still do not feel that provision is adequate then you can ask for a meeting with Mr Adfield (SENDCo/Deputy) or Mr Berrisford (Head Teacher) to discuss your complaints.

If you still feel that that your complaint has not been effectively dealt with then please follow the complaints procedure detailed in our complaints policy.