



SEND



Information



Report

2026-27

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Web address of SEN Policy:	https://www.roselandsprimary.org.uk/send/



At Roselands Primary School we strive to meet all our children's needs, including those with SEND.

Initially, this is done through quality first teaching which is carefully adapted to a child's ability and supported by targeted teaching support in small groups or 1:1 where necessary.

We have close relationships with a variety of outside agencies which help us support pupils with SEND, such as: Educational Psychology, Speech and Language therapy, Local authority advisory services, health professionals and Specialist Outreach services offered by other schools.

All the staff receive regular training in how to support a wide range of SEND needs. Within school we have two Pastoral Teaching Assistants, a Trauma Informed Practitioner and Family Support Worker who are able to offer support and advice to our children and families

Currently we have 56 children on our SEND register.

Area of need	No. of pupils at SEN support	No. of pupils with an EHCP
Cognition & Learning	8	0
Communication & Interaction	8	18
Social Emotional Mental Health	5	2
Physical	8	0
SEN – All	29	20

What is the admissions process to gain a space at your school ?

How do I find out if I can come to your school ?

The admission arrangements for pupils without an Education, Health and Care plan are administered by Torbay Council and do not discriminate against or disadvantage disabled children or those with special educational needs.

For more information please see our Admissions Policy on the school website:

<https://www.roselandsprimary.org.uk/school-policies/>

Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

We welcome visits and a meeting with the SENDCO to any children with their families who want to join us.

How do we identify the particular special educational needs of a child ?

How do we work out your needs and how to help you ?

At Roselands Primary School we monitor the progress of all pupils regularly to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year (Y1 phonics screening, spelling age, reading age, maths and writing assessments).

Where progress is not as expected, even if special educational need has not been identified, using guidance from the Torbay SEND Graduated Response Toolkit we put in some support to enable the pupil to try to catch up.

<https://www.torbay.gov.uk/schools-and-learning/send/improving-send/graduated-response/introduction-to-graduated-response/>

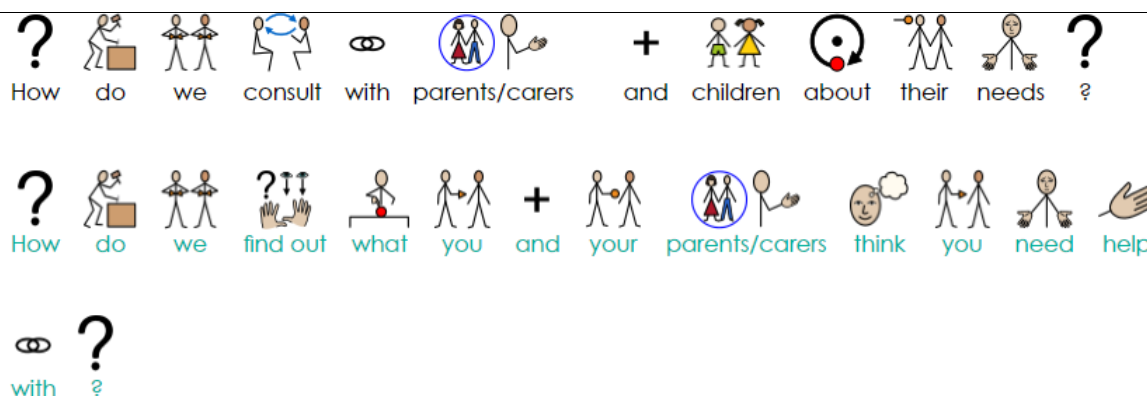
Assess, plan, do, review cycle

Sometimes, despite high quality, targeted teaching being put in place to meet a child's needs, they may still struggle to make adequate progress. For these children, and in consultation with their parents/carers, the SENDCO and other staff supporting the child will look further into the areas of concern, this may be through using additional screening tools. We also have access to external advisors such as hearing and visual impairment teams, an educational psychologist, speech and language team, ASC and behaviour outreach. Please note that additional assessments are subject to waiting lists so may not be actioned immediately.

The purpose of more detailed assessments is to understand what additional resources and different approaches are required to enable a child to make better progress. These will be shared with parents/carers, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional provision and different resources (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents/carers will be notified.

We will ensure that all staff who work with the child are aware of the support to be provided and the teaching approaches and adaptations to be used.



All parents/carers of pupils at Roselands Primary School are invited to discuss the progress of their children twice a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments (listed above) which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent/carer will be invited to all planning and reviews of this provision. Parents/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

What is our approach to teaching children with special educational needs?

How will we teach you ?

At Roselands Primary School the quality of teaching was judged 'good' in our last Ofsted inspection. We support children with high quality teaching that is adapted to meet the needs of individual learners.

At Roselands we are proud of our inclusive approach and staff work together to ensure that everyone who needs to, knows the best way to support a child with their learning and what approaches and adaptations need to be made to make sure they are successful. This ranges from the resources needed in a lesson to help access a task, tailored break time and lunchtime provision, a range of interventions to help support gaps in learning, as well as, SEMH interventions such as Lego Therapy, Play Therapy, Trauma Informed Support sessions and Draw and Talk.

How can we adapt our curriculum for children with special educational needs ?

What sort of things will you learn ?

At Roselands Primary School we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan (<https://www.roselandsprimary.org.uk/send/>). We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

All curriculum related trips and activities offered to children at Roselands are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

How will we ensure that we get the services, provision and equipment that

children need ?

How will we make sure you get the help you need from different people?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek advice.

All clubs, trips and activities offered to pupils at Roselands Primary School are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

? How is the provision funded ?




Who pays for this ?





All mainstream schools receive money for special educational needs support and resources. This is called "delegated" funding because it is given (delegated) to schools by local authorities or the Education and Skills Funding Agency from money they receive from the central government. The SEND part of the school's income is sometimes called the "notional" SEND budget because it is not based on the school's actual numbers of pupils with special needs, but on a formula.

Element 1

We receive money for each pupil, based on actual pupil numbers. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools' delegated funding. Some of this money is for general SEND provision.

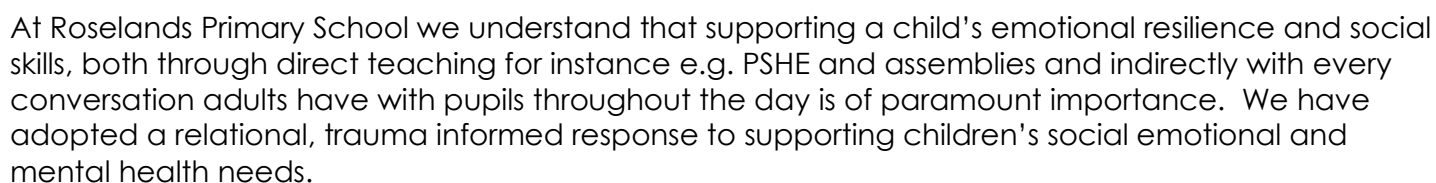
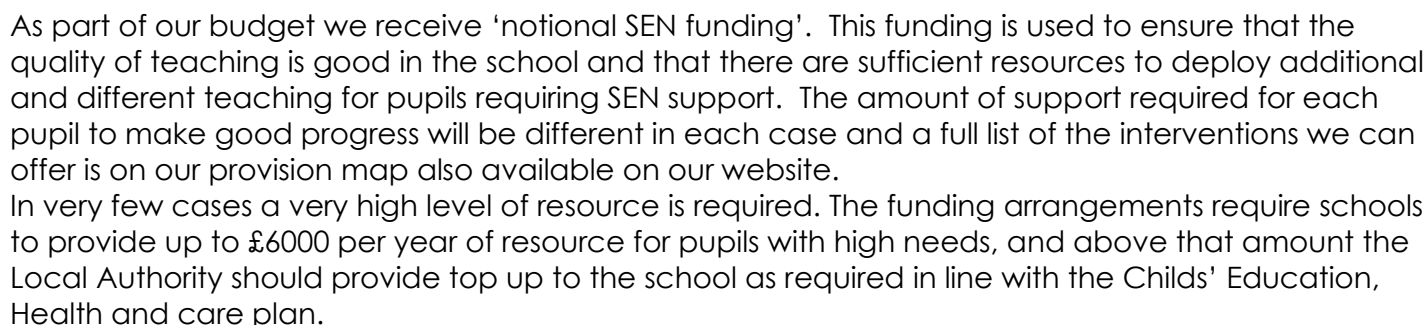
Element 2

Element 2 funding is SEND-specific, and is to provide SEND support for children who need it. This is support that is additional to or different from the support that most other children get. SEND support is for children who used to have help through a SEND Support Plan.

The local authority provides this funding for schools it is responsible for using a formula that determines the amount of money the school gets. Element 2 funding is also part of schools' delegated budget.

Element 3

When we have children needing additional funding, we can request this. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children if we can show it is necessary.



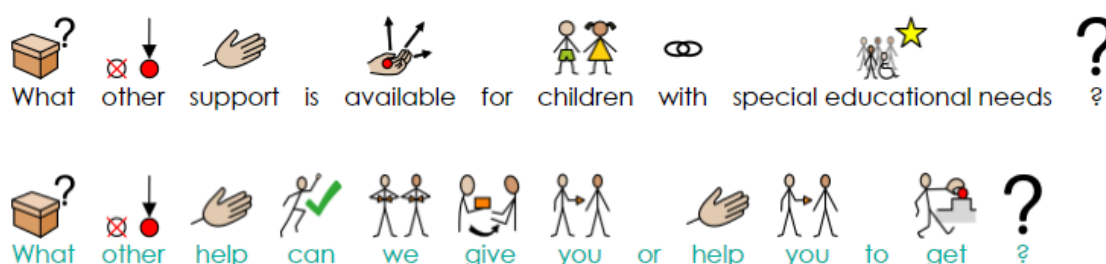
All clubs, trips and activities offered to pupils at Roselands are available to pupils with special educational needs either with or without a Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.



At Roselands Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make sure the transfer is as seamless as possible this will involve us making contact with the adults who have been supporting the child to ensure we have a sound understanding of a child's current needs to ensure the correct resources and support are in place when they join our setting.

We contribute information to a pupils' onward destination by providing information to the next setting in a similar way, ensuring all our knowledge and understanding is passed on as well as the plans and reports we have to support this.

We also carefully consider if a child will benefit from an enhanced transition process, and organise this if we think it is appropriate.



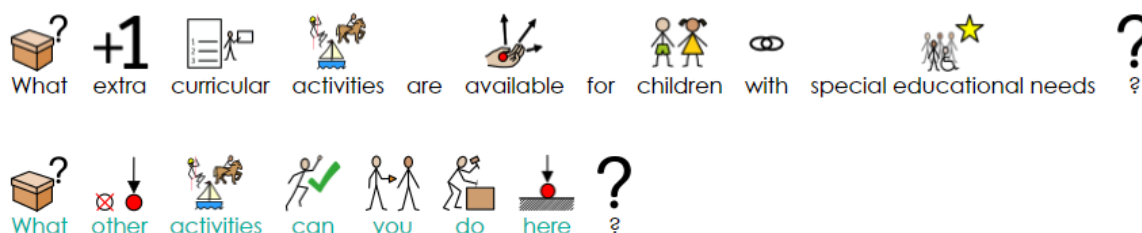
SENDIASS Torbay provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Office: 01803 212 638

E-mail: info@sendiasstorbay.org.uk

Website: <http://sendiasstorbay.org.uk/>

The local authority's local offer is published at <https://torbayfamilyhub.org.uk/local-offer/> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.



At Roselands Primary School we offer the following extra-curricular activities;

- Art

- Gymnastics
- Boys and girls football
- Additional football with Saints South West (external provider)
- Netball
- Tag rugby
- Performing arts
- Multi-sports
- Athletics

The opportunities available differ from term to term but are available for all children and adaptations can be discussed and provided where required.

All clubs, trips and activities offered to pupils at Roselands are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary and practicable, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity, however, this may not always be possible for extra-curricular activities.

? How do we assess and review progress towards agreed outcomes and how are

parents/carers and children involved in this process ?

? How do we know the help we are giving you is working ?

Every pupil in the school has their progress tracked 3 times per year. In addition to this, pupils with special educational needs may have more frequent assessments to closely monitor their progress towards bespoke targets. The assessment tools used at Roselands include; diagnostic maths and writing assessments, Accelerated Reader assessments, Little Wandle phonics assessments, NFER assessments. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

? How do we assess the effectiveness of our special educational needs provision and how

are parents/carers and children involved in this process?

? How do we make sure we are being the best we can be?

For all pupils, progress and attainment data for Maths and English is reviewed each term. This allows us to identify children who may be having difficulty or be falling behind. As a result, curriculum targets are set and interventions may be put in place to support them.

For some SEND children at school support, whose needs are deemed to require support additional to what is normally provided, individual targets and provision may be set out on ILP (individual learning plan)– these are reviewed regularly by staff, overseen, and monitored by the SENDCO. Pupils are regularly consulted to comment on progress, and parents are informed termly through parent/teacher consultations. Staff are also available by appointment to discuss pupil's progress at other times.

For pupils with Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

How do we ensure our staff have the expertise to support children with

special educational needs ?

How do we make sure that the people helping you have the right skills to do

it ?

All teachers and teaching assistants have had the following awareness training:

- Trauma Informed Schools training
- Diabetes
- Epi-pen
- Selective mutism
- Adaptive teaching and differentiation
- Autism
- ADHD

Specific staff members also have the following training;

- Team Teach
- Makaton
- Total Communication
- Stoma training
- Lego Therapy
- Play Therapy
- Draw and Talk
- Trauma Informed Practitioner Status

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are; local outreach services, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc.

? do we keep parents/carers informed when their child has special education

provision but not an EHCP ?

? do we help your parents/carers know how to help you.

All parents of pupils at Roselands Primary School are invited to discuss the progress of their children on two occasions a year with an additional open evening to come into school, meet staff and view their child's work. Parents will receive two short reports and one more detailed written report per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

? can parents/carers make a complaint about our provision?

What can your parents/carers do when things are not going well?

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the child will be identified as having special educational needs because special educational provision that is "additional to, or different from, that made generally for others of the same age". Parents/carers will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

The normal arrangements for the treatment of complaints at Roselands Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How you can find out more about our setting ?

Roselands Primary School,
Lynmouth Avenue, Paignton
TQ4 7RQ
Tel: 01803 525375
Email: roselandsadmin@rivieraet.co.uk

<https://www.roselandsprimary.org.uk/>

<https://www.roselandsprimary.org.uk/send/>

<https://www.roselandsprimary.org.uk/school-policies/>

How the school involves outside agencies in helping meet the needs of learners and supporting their families.

How we work with everybody else to help you.

At Roselands Primary School we engage with the following agencies:-

- A Service Level Agreement with Educational Psychology service for 10 days per year
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make requests for advice and support from Chestnut Outreach for ASC, behaviour and Mayfield SEND Outreach for support for the inclusion of pupils with complex, severe or multiple learning difficulties. Through the service, mainstream schools are offered quality skilled professional support for pupils with an Education Health and Care Plan (EHCP) or at SEN Support.
- SENDCO forums and Trust SEND meetings

Arrangements for children who are looked after by the local authority and have SEND.

How do we help children who are looked after by Torbay Council?

For looked after children there is regular liaison between designated teacher and SENCO to ensure that looked after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice.

School is involved in and attendance of LAC reviews and all other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.