



SEND INFORMATION REPORT

Ratification

Date Approved: January 2022

SIGNED:
SIGNED:

Mrs Emily Howarth, SENDCO and Inclusion Lead
Mrs Pavan Chandhoke, Principal

Review Date: January 2023

Introduction

At the heart of Rosecliffe Spencer Academy is an absolute belief in the ability of every pupil to shine – no matter what their background, ability or character. We combine the traditional values of discipline, respect and good behaviour with contemporary best practice in teaching, learning and technology. We will accept no excuses for being anything but the best we can be. We focus on the development of our pupils as individuals, and guide them by allowing honest, trusting and equal relationships to form.

Our curriculum at Rosecliffe Spencer Academy is based on building knowledge, and is designed to challenge and stimulate children to ask searching questions; to shape their learning and to enable them to develop as independent critical thinkers and learners. Our curriculum is engaging, exciting and innovative, encompassing and celebrating all curriculum areas, helping to ensure that our children develop the knowledge and skills they need to excel, and become creative and curious citizens. It has been designed to encompass knowledge and understanding of the world in which we live, and also the events that have shaped it in the past to make it what it is today. The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts more deeply, applying their knowledge in different contexts. Our community is at the heart of our teaching and learning, and topics have been selected to embrace the wider community in which we live as well as expanding children's knowledge of events and places they wouldn't ordinarily visit or know about. Through our curriculum, we believe building resilience is crucial in ensuring that our children are lifelong learners and have positive mental health and well-being. Children will be given opportunities to develop their growth-mindset through reflection time, believing that with hard work and determination, anything can be achieved.

The Academy is a mainstream primary school. At Rosecliffe Spencer Academy, we are committed to the equal inclusion of all children in all aspects of school life. Every child is provided with the opportunity to follow the National Curriculum, encompassing all National Curriculum subjects, with Quality First Teaching (QFT) designed to allow all learners to access this. However, we recognise the diverse and individual needs of all our children and always consider the additional support required by those children in the Academy with Special Educational Needs and Disabilities (SEND). Some children may require extra support to allow them to achieve their full potential; this is where our SEND support offer becomes available. It is the intention of our SEND Policy to ensure that all our children, who have SEND, are identified and have their needs met within a supportive and inclusive environment. We review our SEND Policy annually, asking parents and children what is working well and what they want to improve. As a school, we are committed to narrowing the attainment gap between pupils identified as SEND and non-SEND students. Due to this, children may access one-to-one or small group school interventions, in or outside of the classroom, with a member of school staff. It may also include these pupils being provided with other learning or behavioural interventions, which will always be developed on an individual basis, based on the child's needs and utilising a child-centred approach to planning and implementation.

Context and Purpose

The purpose of this SEND Information Report is to inform parents and carers about:

- How we welcome children with special educational needs and/or disabilities into our school;

- The support we can provide for all aspects of a child's school life and how we remove barriers to achievement;
- How we work in close partnership with parents/carers and children, how we are stronger as a team than a group of individuals, and by pulling in the same direction we will achieve great things;
- The provision we make to effectively support all of our children with Special Educational Needs and Disabilities (SEND)

We will keep our SEND Information Report under review, this includes asking parents/carers and children what is working well and what they want to improve.

SEND and Inclusion Team

Principal: Mrs Pavan Chandhoke

SENDCo and Inclusion Lead: Mrs Emily Howarth

SEND Governor: Mrs Jo Cuthbert

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Nottinghamshire Local Offer Contribution:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

What is a Special Educational Need?

Special Educational Needs (SEN): "At different times in their school career, a child or young person may have a special educational need." The SEND Code of Practice (2014) defines SEN as: "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

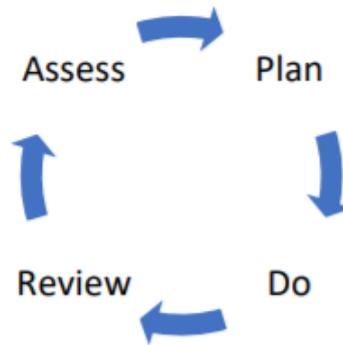
(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Rosecliffe Spencer Academy Approach to SEND

All teachers are responsible for every child in their care, including those with SEND.

Underpinning all of our provision in school is the graduated response cycle:



This ongoing cycle of SEND identification and provision is cyclical: assess the child's needs; plan support and intervention; put the planned provision into action and review progress. The graduated response cycle enables provision to be refined and revised as the understanding of the needs of the child grows. This should also support the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess: This step involves analysing the child's needs using our staff's knowledge, assessments and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the view and experiences of parents. The child's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be acknowledged and compared with the Academy's information and assessment data regarding the child's progress and attainment.

The information provided at this stage will be reviewed regularly to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support is involved, their work will help inform the assessment of need. Where there are no external support services, they may be contacted, if appropriate, following discussion and agreement from parents.

Plan: This will involve consultation between our Class Teacher, SENDCO, Principal and parents/carers to agree the adjustments, interventions and support that are required, the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff, will be informed of a child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will occur during the year through our SENDCO, if the child is new to the Academy, or as part of the end of year transition process each academic year.

Do: Each Class Teacher will remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where interventions may involve group or one-to-one teaching delivered by another member of staff. They will work closely with all staff within school to plan and assess the impact of support and interventions, with links to classroom teaching.

Support with further assessment of the child's strengths and weaknesses, problem

solving and advising on the implementation to effective support will be provided by the SENDCO.

Review: Reviews will be undertaken termly in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also consider the views of the child and their parents. Each Class Teacher, in partnership with our SENDCO and Principal, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments moving forward, in consultation with the parents/carers and the child. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Our SEND philosophy and the graduated response places SEND children at the heart of all that we do. Children learn best when their school environment is safe, inclusive and welcoming. We have a culture of mutual respect between pupils and staff, and zero tolerance of bullying in any form. We work hard to get the best from all our pupils, reinforced by very clear expectations regarding conduct, manners, uniform and behaviour, which are non-negotiable and consistently enforced across the Academy. We believe that success occurs in a framework of high expectations, whilst also acknowledging that mistakes provide valuable learning opportunities too.

It is our belief that all children are capable of learning anything, if that learning is presented in the right way. High expectations are set for all of our children, which challenges for deeper learning, where everyone can achieve. Whilst many factors contribute to the challenges experienced by some children, we believe that much can be done to overcome these by parents/carers, teachers and children working together. We are stronger as a team. At Rosecliffe Spencer Academy, we strive for inclusion rather than integration. For us, inclusion is about how we adapt to our children's needs. It means that we focus on school organisation and culture and how we respond to diversity, and celebrate difference. A child is 'included' when they are viewed as an equal partner in the school community and truly experience a sense of 'belonging'. It is the essence of quality first teaching and of fostering an environment where all our children, including those with SEND, can benefit as fully as possible from their education.

SEN Needs

Children's SEND needs are categorised into the following four broad areas of need and support, as defined in the SEND code of practice (2014):

1. **Communication and Interaction** – This includes children who have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

At Rosecliffe Spencer Academy, extra to our quality first teaching, we support these children by:

- Following specific Speech and Language programmes
- Professional Speech and Language support, if required
- Schools and Families Support Services, if required
- Education Psychology Service support, if accepted at Springboard referral

- Provision maps
 - Autism friendly teaching and school environment
 - Sensory audits, sensory breaks and access to a quiet space
 - The use of visual timetables, now/next boards and other visual prompts to help children understand the school day and communicate their needs
2. **Cognition and Learning** – This includes children who may learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

At Rosecliffe Spencer Academy, extra to our quality first teaching, we support these children by:

- Dyslexia friendly teaching
 - Dyscalculia friendly teaching
 - One-to-one or small group interventions, which may take place in or out of the classroom
 - Dual coding, pairing visual prompts and supports with written information to support understanding
 - Schools and Families Support Services, if required
 - Pre-Key Stage Standards assessments or B-Squared, if required
 - Precision teaching or repetitive focused learning, with a basis in metacognition
 - Pre/post learning tasks, such as pre-teaching required vocabulary prior to a task or topic to support the learner's understanding
3. **Social, Emotional and Mental Health (SEMH)** – This includes children who may have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing. At Rosecliffe Spencer we pride ourselves on being an inclusive, caring and supportive school. We believe that children need to feel happy, secure and safe in order to learn and meet their full potential. We take a child-centred approach, ensuring every child is treated as an individual and pastoral arrangements can be made discreetly as required.

Alongside quality first teaching strategies, we support these children by:

- Consulting with Child and Adolescent Mental Health Services (CAMHS), if required
- Referral to Personal, Social and Emotional Development Team, if required
- Personalised timetables
- Strengths and Difficulties Questionnaire
- Referral to specialist services, through Springboard
- The use of visual timetables, now/next boards and other visual prompts to help children manage their day
- Personalised behaviour plans, if required

4. **Sensory and/or physical needs** – This can include children with visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

At Rosecliffe Spencer Academy, we support these children by making reasonable adjustments within school and any of the following as appropriate:

- Consultation with the Physical Disability Schools Services
- Personalised provision and resources
- Support with wheelchair access
- Lift adaptation to school building
- Disabled toilets

Where a child has medical needs, the school will put in place a health care plan to identify any additional provision that will be needed and who will be responsible for ensuring that the child’s medical needs are adequately met.

Parent/carers and pupils (where this is considered appropriate) will be invited to attend planning and review meetings at least three times a year. This is an opportunity for parent/carers and professionals who have been working with your child to share their opinions and identify the next steps to best support your child.

As of January 2022, our SEND profile shows that we have 8 children (5.52% of school population), receiving some form of SEND Support. This percentage is made up of the following groups:

SEND- Primary Area of Need	Number of Children	Percentage of SEND students (8)	Percentage of Children in School (145)
Cognition and Learning	2	25%	1.38%
Social, Emotional and Mental Health	1	12.5%	0.69%
Communication and Interaction	5	62.5%	3.45%
Sensory and Physical	0	0%	0%

We have internal processes for monitoring quality of provision and assessment of need. Steps are taken to understand the needs of each child and progress is monitored through tracking not only the child’s academic achievements but also their interpersonal skills, communication skills and SEMH (Social, Emotional and Mental Health). It is important for all staff and parents/carers to be aware that sometimes these need to be addressed first to ensure academic learning can take place effectively.

Consulting with children, young people and their parents

Involving parents/carers and learners in the dialogue between home and school is central to our approach, we do this through:

Action/Event	Who's Involved	Frequency
IEP Meetings	<ul style="list-style-type: none"> • Child • Parents/Carers • Class Teachers/Teaching Assistants • SENDCO 	Once a term, three times annually, at a minimum.
Annual Education, Health and Care Plan (EHCP) Meetings	<ul style="list-style-type: none"> • Child • Parents/Carers • Any relevant and current external agencies • Class Teachers/Teaching Assistants • SENDCO 	Annually or before if needed. Phase transfer meetings will be held in line with local authority deadlines.
Pupil Learning Evening	<ul style="list-style-type: none"> • Parents/Carers • Teaching Staff • SENDCO 	Twice yearly. Appointments will be booked with Class Teachers and SENDCO will be available for drop-in.
Learner Voice	<ul style="list-style-type: none"> • Child • Teaching Staff/Support Staff • Senior Leaders, including SENDCO 	At least twice a year, but as often as possible to ensure children are happy and thriving within the Academy.
SEND Coffee Mornings	<ul style="list-style-type: none"> • Parents/Carers • SENDCO 	Termly
Personal Education Plans (PEP) Reviews/Looked After Child (LAC) Meetings	<ul style="list-style-type: none"> • Child • Parents/Carers • Social Care • Any relevant and current external agencies • Class Teachers/Support Staff • SENDCO/Inclusion Lead 	6 monthly, or sooner if required.
Team Around the Child (TAC)/Team Around the Family (TAF) Meetings	<ul style="list-style-type: none"> • Child • Parents/Carers • Any relevant and current external agencies • Class Teachers/Support Staff • SENDCO/Inclusion Lead 	As and when support is needed from school or the family. A referral process usually needs to be followed.

Adaptations and Accessibility

Rosecliffe Spencer Academy is on two floors, with accessible facilities for wheelchair users, including disabled toilet facilities, a lift and designated disabled parking. Teachers in school ensure adaptations are in place to support each pupil's individual needs. Some children and young people may have SEND that covers more than one area of need and we will provide for this in relation to the child as an individual. (Reference: Special Educational Needs and Disabilities Policy and Procedure 2020)

Assessing the impact of Intervention

The interventions used will be those that are proven to make a difference for most pupils. A baseline assessment will take place at the beginning of an intervention, which will provide the point of reference for measuring progress made by the child, and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency or intensity of the intervention. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions. These reviews may take place separately or be part of our pupil learning evenings. Where difficulties persist, despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parents' consent. This might involve: Speech and Language Therapy Services; an Advisory Support Teacher; Occupational Therapists; Physiotherapists; Educational Psychologist or other health services such as a Paediatrician. Where a child has an Education, Health and Care Plan (EHC), there will be an annual review held, alongside termly review meetings, which will consider the views of the child, their parents or carer, and all other professionals involved with the child. To monitor our children with SEND, the Trust data analysis sheet will be used to monitor progress and attainment.

What opportunities for enrichment are there for my child?

At Rosecliffe Spencer Academy, we believe that all pupils are entitled to access extracurricular activities, and are committed to making reasonable adjustments to ensure participation for all. Should adaptations be required, we will work in partnership with you to ensure that these are made to our provision, to ensure your child can be involved in all aspects of school life, both in and out of the classroom, including trips, after school activities and residential trips. We would never wish for a child to feel excluded as a result of their SEND. All staff at Rosecliffe Spencer Academy will be provided with training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' The Equality Act 2010 definition of disability is: "A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies please visit the following website: <https://www.gov.uk/equality-act-2010-guidance>

School Partnership

The school will work to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to effective and successful SEND provision within our school. Any one of the support services may raise concerns

about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents. The following services will be involved as and when is necessary:

- School, families and Support Services (SFSS)
- Children and Adolescent Mental Health Services (CAMHs)
- Physical Disability Support Services (PDSS)
- Early Help Team
- Personal, Social and Emotional Development Team (PSED)
- Healthy Families Team
- Speech and Language Therapists (SALT)
- Physiotherapists
- Occupational Therapists (OT)
- Paediatricians and School Health
- Educational Psychology Service (EPS)
- Rushcliffe Primary Behaviour Partnership (RPBP)
- Women's Aid
- Small Steps Team
- Rushcliffe Primary Mental Health Team
- Family Services
- Health Related Education Team (HRET)
- Physical Disability Support Service (PDSS)
- Multi-Agency Safeguarding Hub (MASH)
- Fair Access Team

In order for this to happen:

- If referrals to external agencies are required, parents will be asked to give permission for the school to refer their child to the specialist professional e.g. SALT or EPS. This will then be taken to the termly 'Springboard' meeting, where the referral will be discussed and taken to a panel. From here, the chosen agency will decide on what support is needed and feedback. If the referral to a specialist professional is accepted, they will work with the child to understand their needs and make recommendations about how best to support the child in school and home. This will then lead to specific group or one-to-one work being carried out.

- Rosecliffe Spencer Academy will work closely with the family SENDCO and the local authority, which retains a strategic role across its area, to support SEND provision. Details of the local authority support are set out in the local authority's local offer, which can be accessed here:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page>

Alternatively, please see the following videos for more information about the Local Offer:

Short version (2 minutes 20 seconds): https://youtu.be/W90gvdBgl_U

Long version (5 minutes): <https://youtu.be/MPNpAVrAvTc>

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

How will I recognise if my child has Special Educational Needs?

Special needs are not always easy to identify and children quickly adapt to cope with their difficulties. You may notice your child has difficulty with:

- All areas of their school work
- Specific areas of school work, e.g. reading, writing, numeracy or processing information
- Self-expression or understanding what others are saying
- Listening or paying attention
- Establishing relationships, making friends or relating to peers or adults
- Personal organisation
- Motor skills
- Sensory or physical needs
- A combination of the above

How can I get involved and support my child's learning?

We actively encourage parents/carers to be fully involved in their child's learning and the wider school community. We have an open-door policy and we invite parents/carers to be involved in the discussions and decisions directly related to their child, we do this through:

- Daily meet and greet for students
- Termly SEND drop in sessions or scheduled meetings
- Meetings with professionals
- Copies of reports from professionals
- Annual EHC Plan meetings
- Pupil/parent meetings
- Personal Education Plans (PEP) reviews/ Looked After Child (LAC) Meeting
- Parental questionnaires and surveys

How can you support your child's progress?

- Communicating with school regarding news and activities at home. Communication is essential to support the best outcomes for each pupil. Parents/carers can communicate with school via Class Dojo or in person when dropping off and collecting their child. We urge parents/carers to use these means of communication to keep us informed of events at home or to ask any questions you may have. Sharing experiences from home enables us to enhance our pupils' learning in meaningful and enjoyable ways and help us with future planning.
- Providing school with information regarding appointments or medical updates. Your child's attendance and welfare is very important to us, so please let us know before they attend any appointments or if there are any changes with medication. This ensures that we can keep records up to date and ensure the best provision for your child in school.
- Attending appointments and meetings. The information and assistance you can give is of great benefit and ensures we can do everything to look after your child. We have at least two pupil learning evenings per year and IEP meetings at least once a term, which are excellent opportunities to discuss pupil progress and targets as well as seeing examples of your child's work and achievements.

During these meetings, you can raise any concerns you may have and help shape future curriculum decisions for your child.

- Rosecliffe Spencer Academy is a new school so we do not have a history of providing parent/carer workshops, however, we hope to offer workshops in the future that will give you new skills and knowledge to help yourself and/or your child.
- Use the curriculum advice and activity ideas provided by the class teacher. Throughout your child's time at Rosecliffe Spencer Academy, we expect that you will take an active role in supporting their learning. You will always be made aware of your child's targets and we hope you will help develop them in their daily lives outside of school.
- At Rosecliffe Spencer Academy, we provide meaningful homework opportunities for our students. The aim of this is to give our students the maximum benefit of homework without causing unnecessary stress to anyone in the family. Your child's teacher will set appropriate homework to support your child's learning and development alongside the National Curriculum.

How will parents know how their child is doing?

- Feedback on attainment and progress towards identified outcomes will be shared with parents/carers termly through a range of opportunities, such as IEP meetings and pupil learning evenings. Parents may also find Class Dojo (app) a useful tool to communicate with school staff on a more regular basis.
- Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Please contact the school office to arrange an appointment on 0115 934 6533.

Will my child be expected to take part in statutory assessments?

The majority of children participate in the end of term Key stage 1 and Key Stage 2 statutory assessments (in Year 2 and Year 6), including children with SEND. Some children will require access arrangements to support them to demonstrate their learning through the tests and the school will need to apply for these, demonstrating why a pupil is eligible. Where a child is assessed to be working below the Key Stage and therefore the level of the tests, this must be confirmed when the pupils are registered and the child will not sit the test.

What are the transition arrangements for children?

Transition is a part of life for all pupils and Rosecliffe Spencer Academy will work to support a child's transition regardless of whether they are moving class, key stage or school. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently, we work closely with parents, children and staff to ensure that these transitions run as smoothly as possible.

If your child is joining us from another school into EYFS:

- The EYFS Leader and the SENDCO will speak to the previous school/nursery/PVI (private, voluntary and independent setting) where appropriate.
- If your child would be helped by a transition book/passport to support them, then one will be made with them.
- Your child will visit the school with you, and meet the staff. You will be shown around the school and introduced to key staff such as the class teacher and teaching teams who will be working closely with you.

If your child is moving to another school:

- We will contact the school SENDCO and ensure they are aware of any special arrangements or support that needs to be made for your child; where possible a planning multi-agency meeting will take place with the SENDCO from the new school.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made with them.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new teaching team in advance and planning meetings will take place with the new teaching teams to discuss your child's needs.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made with them.

In Year 2 and 6:

Advanced planning for pupils in Year 2 and 6 is essential to allow appropriate options to be considered. The SENDCO will liaise with the SENDCO of the Primary and Secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

- The SENDCOs will discuss the specific needs of your child with the SENDCO of your child's Primary School and Secondary School. In some cases, a transition review meeting, to which you will be invited, will take place with the SENDCO from the new school. During the transition meeting a transition plan will be developed.
- Your child will participate in focussed learning related to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions in some cases staff from their new school will visit your child in this school.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made with them.

End of year transition:

- Year group teams will meet in the summer term to share pupil information, individual provision maps and outcomes, along with appropriate care plans, with the upcoming teaching teams.
- The SENDCO will ensure that a transition meeting is held in the summer term with a transition booklet for all SEND pupils.
- Training needs will be planned for and any information regarding SEND needs are passed to the new teachers. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations (2000).

Staff Deployment

The SEND provision within our school is co-ordinated by the SENDCO and Inclusion Lead, Mrs Howarth, with support from our Principal, Mrs Chandhoke. Considerable thought, planning and preparation goes into utilising our Teaching and Learning Assistants to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Staffing is considered on the skillset of the Teaching Assistants in consideration with the cohort of children with SEND within each phase. Individual provision maps are then drawn up and in turn class provision maps are created to ensure individual SEND need is accounted for as a top priority.

For those pupils with AFN, additional funded needs, costed provision maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the support each child receives and the progress each child makes. Additional funding and financial support can be applied for from Nottinghamshire County Council. The school funding formula is generated to include financial provision to specifically support pupils' individual special needs. This funding is prioritised to enhance learning and to ensure that small steps of progress are continually made by all SEND pupils.

Currently the Academy has one child accessing AFN (additional funded needs), however, as we are a new school we expect this to change.

Staff CPD

Continuing professional development is part of Rosecliffe's commitment to our staff. Alongside school-based training, teachers and TAs (Teaching Assistants) attend a range of training covering all aspects of learning. We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEND. The SENDCO will continue to attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff. We recognise the need to train all of our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the Principal, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. All our staff will receive training each year related to the needs of new pupils joining the school, this can include training from specialist agencies or consultants, as well as from our SENDCO or other staff with relevant expertise. Any adult from an external agency

working with your child will have the appropriate experience and qualifications. The Family SENDCO, Jim Richardson, will also support with training needs and disseminate relevant information he has received from the County Council.

In the last academic year, staff have attended a range of training relating to SEND, including:

- Dyspraxia and Developmental Coordination Disorder Training
- Morphology: Understanding the Morphological Strategies to improve Reading and Spelling for Dyslexic Learners
- Good Autism Practice
- Notts Dyslexia Friendly Kitemark Training
- Emotion Coaching
- Introduction to Foetal Alcohol Syndrome
- Pathological Demand Avoidance (PDA) Level 2 Training
- Making Sense of Autism
- Precision Teaching Training
- Fun Fit Training

Identified staff are also booked to attend the following further training during the 2021-2022 academic year:

- Interoception Training – The 8th Sense
- Rainbow Grammar Training
- Practical Approaches to ADHD
- Practical approaches to support children in recognising and understanding their emotions
- The Sensitive Classroom
- How should we screen for Dyslexia?
- Clicker 8 for Beginners Training
- Supporting Effective Transition for Pupils with SEND
- Emotional Literacy Training
- iPad Apps for Learners with SEN

The school has provided training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Our school operates the following training programmes:

- The Spencer Trust Academies - all staff attended a variety of training events through the Academy
- The SENDCO attends Trust SEND Network meetings
- The SENDCO attends specific SEND training events and Networks termly with Family SENDCO
- Support is given from all outside agencies who will advise teachers on how best to support the child in class and to help ensure they meet their targets.

Further Development

During the 2021-2022 academic year, a new school SENDCO and Inclusion Lead was appointed. The SENDCO in partnership with the Principal will implement whole school SEND approaches and systems to support SEND learners at Rosecliffe Spencer Academy. Looking towards the future of Rosecliffe, we would like to introduce whole school signing, using programmes such as Makaton to support children with

communication difficulties. Wherever possible, we will continue to try to ensure that all our children with SEND are taught alongside their peers, in their classrooms, and are receiving Quality First Teaching from their class teacher. Personal development, behaviour and pupil and staff well-being will continue to be recognised as one of the priorities for development. To demonstrate the school's commitment to this, Rosecliffe Spencer Academy is working towards The Primary Mental Health Award for schools and the SENDCO has applied for funding to become a Senior Mental Health Lead.

Attendance

The attendance average for academic year 2021-2022:

- Whole School 94.8%
- SEND 94.8%
- FSM/6 94.8%

How can I contact school about the provision my child is receiving?

The education of all pupils that attend Rosecliffe Spencer Academy is very important to us and therefore the school is open to comments, questions, compliments and complaints. Compliments are always greatly received and can be passed on, either directly to staff or the SENDCO. An appointment can be made with our SENDCO or the relevant Class Teacher, at any time, if a parent/carer wishes to discuss their child's needs. However, if further discussions are needed, then the Principal may be included too. If a Parent/Carer feels uncomfortable speaking to a member of our staff, they should put their complaint or concern in writing and a member of the Senior Leadership Team will respond to them within the week. All complaints are dealt with in accordance with the Rosecliffe Spencer Academy's complaints procedure which can be found on the Academy's website.

Review & Monitoring

<u>This report will be reviewed:</u>	<u>Annually</u>
<u>By:</u>	<u>Mrs Emily Howarth</u>
<u>Last Reviewed:</u>	<u>January 2022</u>
<u>Next Review date:</u>	<u>January 2023</u>
<u>Changes made:</u>	<u>N/A</u>

Supporting Documentation

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Teaching & Learning Policy

Legislative Acts referenced when compiling this report include:

- SEND Code of Practice 2014
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005 Reviewed: Sept 2020