

Rossett Acre Primary School
SEND Information Report

2025-2026

Head Teacher & SENDCo: Miss Woodcock

DHT: Mrs Ingle

Pannal Ash Road, Harrogate, North Yorkshire, HG2 9PH

Our SEND information report outlines details for parents or carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive if you choose Rossett Acre Primary School for your child.

What kinds of SEND do we provide in our school?

At Rossett Acre, we value all children and their contributions to our community. Children with a wide range of Special Educational Needs and Disabilities are welcomed into our school and we are determined to meet the needs of all children. We work with children and families with a variety of needs and are always looking at new strategies to support them. As a mainstream primary school, as part of the Red Kite Learning Trust, we aim to provide the best level of support and encouragement to enable your child to be the best that they can be – and more!

Our school is accessible to children and adults with physical disabilities and we assure that equipment used is accessible to all children regardless of their needs. After school provision and extra-curricular activities are accessible for all children, including those with SEND.

What is SEND (Special Educational Needs and Disabilities)?

The following definition of special educational needs (SEN) is taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Our provision for SEND is incorporated into a range of documents, including our Inclusion and SEN policies.

Who can I talk to about SEND?



By law, schools are required to employ a Special Educational Needs and Disabilities Coordinator (SENDCo). Our SENDCo & Inclusion Manager is Miss Kate Woodcock. It is the role of the SENDCo to oversee and co-ordinate the provision that the school makes for students with SEND, including supporting the early identification process and the monitoring of on-going support and its effectiveness. Miss Woodcock can be contacted on 01423 561579 or office@rap.rklt.co.uk

What policies do we have for identifying children with SEND? How do we assess their needs?

The Headteacher has the overall responsibility for the provision and progress of learners with SEND however, all staff are responsible for the identification of children with SEND. All our staff are committed to providing quality first teaching and staff ensure that the needs of all learners, including those with SEND, are addressed through lessons. The class teacher(s) will closely monitor the progress of all children and this will be discussed with the Assessment Leader and SENDCo. In addition, the class teachers are supported by the SENDCo, Assessment Leader and Nurture Team to carefully monitor all pupils' wider development and social needs. If a child has a gap in their understanding and needs extra support to help them make the best possible progress, then the teacher will discuss this with the SENDCo. All staff implement the SEN and Inclusion policies.

Any child not making expected progress will be identified and support, reasonable adjustments or intervention programmes will be put in place. Your child may be provided initially with a target mat to act as a prompt in class for what they need to focus on. We will seek your views and those of your child with a clear review date to monitor progress. This will usually be one term after the additional support is implemented, but it may be more or less depending on the nature of the child's barrier to learning.

At the review (which will normally include parents), if the gap closes or the social issues are resolved, then the additional support will cease, with the child continuing to be monitored carefully, but not placed at SEN support.

If the gap has not closed, or not enough progress has been made, then in discussion with parents, a plan may be put in place called an SEN Support Plan which details

the child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term.

From time to time a child may not make progress despite receiving additional support in school and from other agencies. In consultation with parents and other agencies, the school may submit an ECHAR (Education, Health and Care Assessment Request) to allow the Local Authority to undertake an assessment to see if they need to provide additional provision to meet the needs of your child. Should this be required, then a child will have the support of an EHCP (Education Health Care Plan). The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

At Rossett Acre, we operate an 'open door' policy in which we want to work closely with parents as a team, to support the child and parents. Parents and carers are encouraged to speak with class teachers about any concerns they may have. They will be able to discuss any support that a child is receiving. We value parental input, and we will record our early conversations with parents as this enables us to provide support as early as possible for your child.

Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at Parent/Teacher Consultation meetings and at review meetings.

For some children, regular communication takes place daily with a home/school book or contact with the teacher before and after school.

When a child is recorded as having SEN support, parents will be informed that they have an entitlement to support from the Special Educational Needs and/or Disabilities Information, Advice and Support Service (SENDIASS).
<http://sendiassnorthyorkshire.co.uk/>

What are our arrangements for consulting with children with SEND and involving them in their education?

The teacher will meet with children receiving SEN support to collect their views on what they feel their strengths are, what they would like to improve and how they feel about their progress. These views will be taken into account and the teachers will go through their plan with the child.

How are children with SEND taught?

The 2014 SEND Code of Practice: 0 to 25 years, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> makes it clear that class teachers are directly responsible and accountable for all children in

their class even when children are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This ethos is embedded in Rossett Acre Primary School.

SEND support will arise from a four-part cycle known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a better picture of the child's needs and what support they need to diminish the difference.

What happens at each stage?

ASSESS: Look at what is being done to assess the child and by whom, to ensure that it is being recorded.

It is the teacher's role to provide clear analysis and evaluation of a pupil's needs.

The teacher is supported by the SENDCO in gathering assessment information and interpreting it.

Parent views and external advice also form part of the assessment.

PLAN: Ensure that a plan is developed in response to the assessment process, keeping the child and their needs at the center of the process.

If it is agreed that a child requires an SEN Support Plan then the parents must be informed.

The teacher, the SENDCO and the Headteacher will agree (with the parents/carers and the child) what support or interventions will be put in place, what the expected outcomes are, the impact and progress expected and a review date.

DO: Implement the plan. We will ensure that the plan is evidenced and we will consider the roles of different staff involved and their different responsibilities will be identified.

The class teacher retains responsibility for day-to-day teaching and any teaching away from the classroom. The class teacher will work closely with any specialists or SEN support to plan and assess interventions.

REVIEW: On the date agreed, we will consider the impact of any intervention against pupil progress. Evaluate the effectiveness of the support.



What are our arrangements for assessing and reviewing childrens' progress towards outcomes? What opportunities are available to work with parents and children as part of this assessment and review?

The progress of all children is carefully monitored by the class teacher. Their progress is reviewed at each assessment cycle throughout the year and monitored, through a professional dialogue in pupil impact meetings with the Assessment Leader and SENDCo. At the end of key stage 2 (i.e. Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally. The SENDCo, the Headteacher and Year Six teacher(s) will ensure that reasonable adjustments are made to enable all children to access the tests, if appropriate. The SENDCo will also check that your child is making good progress within any individual work and in any interventions that they do.

What sort of adaptations are made to the curriculum and the learning environment of children with SEND?

At Rossett Acre Primary School, we can offer a wide variety of personalised support through a graduated response. This means that the support for a child will be built up over time to respond to their developing needs effectively. These interventions support the specific needs of a child. Interventions are delivered by skilled teaching

assistants and are carefully monitored to ensure that they help to accelerate a child's progress.

Teachers have access to a range of resources, strategies and advice to meet the needs of pupils with SEND which outlines provision for children in school with;

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

What sort of expertise for supporting children with SEND do we currently have in school?

Our provision for SEND is coordinated by our SENDCo. SEND is taken very seriously with updates being implemented on a regular basis. The school has provided training for all staff to improve the teaching and learning of children including those with SEND. Staff access training internally and externally, (run by outside agencies) which are relevant to the needs of the children in their class. Staff also access whole school training on SEND issues, for example dyslexia and ASD. There is a lot of SEND expertise in school.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning visits in school with a focus on SEND - regular assessments.
- Learning visits and pupil interviews to evaluate the effectiveness of our provision.
- Dialogue with parents/carers and children.

The Governing Body fulfils its statutory duty in accordance with the guidance set out in the SEN Code of Practice as part of the Children and Families Bill. The Governing Body also ensures it meets its statutory duty under the Equality Act of 2010. They evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups.

- Challenging the leadership through informed questioning.
- Meeting with the SENDCo on a termly basis
- Ensuring there is appropriate continuing professional development taking place for all staff.

Our School Governor for SEND is Judy Qarikau.

How are children with SEND enabled to engage in activities available with children who do not have SEND?

Rossett Acre Primary School is committed to inclusion. We aim to provide a stimulating learning environment across the curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and to achieve positive outcomes in life. Our curriculum is designed to be inclusive and multisensory. The school offers clubs and activities to which all children are encouraged to participate. We work hard to make all reasonable adjustments to ensure that this can happen. Educational visits, including residential trips, are accessible and all children are encouraged to participate. Extra risk assessments, arrangements and planning will take place as required on an individual basis.

How do we support children with SEND to improve their emotional and social development and overall wellbeing?

Rossett Acre Primary School has a proactive approach to supporting the social and emotional needs of all children - we look at the whole child, not just the academic progress of our children. We have designated staff trained in providing nurture support and a Learning Mentor to support both individual and groups of children throughout school, regarding their emotional and social needs, alongside their families. Our staff listen to children to explore the reasons/triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent in lessons. We offer:

- Check ins
- Bespoke group, or individual sessions
- Sensory diets
- Worry boxes

We also have access to a wide range of other services in the community to help meet the needs of all our children.

How does our school involve other agencies; including Health and Social Care, Local Authority Support Services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families?

The SENDCo has a wide knowledge base to support all staff in meeting the needs of individual learners. Sometimes, it is helpful for the school to request some additional support from an outside agency. This would be coordinated by the SENDCo.

Our staff have a high level of expertise and are well placed to support a wide range of needs through interventions and/or in class support and strategies. Training is identified according to the needs of the children.

Professionals from all external agencies regularly support staff and children in school. School would only contact an external agency after consultation with parents/carers. Sometimes, if several external agencies are involved, school will request a Team Around the Family (TAF) meeting: a meeting in which all professionals come together at an agreed time. If your child has an EHCP we hold a Review Meeting.

Rossett Acre Primary School has established excellent working relationships with professionals from the following agencies:

- Educational Psychologist
- Early Years Support Service
- School Nurse and Health Visitor Children's Centres
- Educational Social Worker
- Sensory, Physical and Medical Teaching Team
- Severe Learning Difficulties Outreach Team
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatrician
- Young Carers
- Just B
- CAMHS - Child and Adolescent Mental Health Service
- Enhanced Mainstream School for Emotional and Behavioural Difficulties
- Enhanced Mainstream School for Speech, Language and Communication
- Enhanced Mainstream School for Specific Learning Difficulties

- SAA - The Autism Team

How accessible is the school?

Rossett Acre is a single storey school. Most exits and entrances have steps, but we have an Accessibility Plan which states that the school can be made fully accessible if the need arises.

We have handrails fitted where stairs are located, in most cases.

We have a disabled toilet.

We have a designated medical room, and designated trained staff, for the administration of medicines.

How will school support and prepare my child for transition?

Every year is a transition for our children. However, there are key points in school life where the transitions are more significant.

Entry to Early Years

Entry to KS1

Entry to KS2

Entry to Secondary School

Casual admission at any point during the school year.

Transition is as smooth as possible due to good communication between teachers within school and relevant documentation being shared. Liaison with local secondary schools is tailored to the needs of individuals, and meetings are held to inform secondary schools of children's additional needs. Often additional visit days are arranged.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If there are any concerns or complaints relating to the provision of children for SEND, these should be dealt with informally, in the first instance with the SENDCo who will investigate. If parents/carers continue to be dissatisfied, a complaint should be raised as per the formal procedure within the Red Kite Learning Trust Complaints Policy. Parents should complete Appendix 1. [RKLTC Complaints Policy | Red Kite Learning Trust](#)

At Rossett Acre, we welcome parents/carers to arrange a meeting with our SENDCo who will happily discuss how we support children in school.

Please contact the school office for any further information. Please follow the link to the NYCC offer for pupils with SEND

<http://www.northyorks.gov.uk/article/26714/What-is-the-local-offer>