SEND Information Report

2026 - 2027

Special Educational Needs Information Report ('School Offer')
Rolph C of E Primary School and Nursery
A Diocese of Chelmsford Vine School's Trust School

This SEND information report forms part of the Essex 'Local Offer' for learners with Special Educational Needs and Disabilities (SEND).

At Rolph C of E Primary School and Nursery, we believe that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

Admissions for pupils with an Education and Health Care Plan are dealt with the local Statutory Assessment Service. For pupils with additional needs but without an EHCP, applications will be considered using the procedures set out in the School Admissions Policy, which can be found on the school website.

Who is responsible for Special Educational Needs and Disabilities provision in our school and nursery?

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' (SEND Code of Practice 2015)

Within our school and nursery, class teachers are each responsible and accountable for the progress and development of the pupils in their classes, through a broad and balanced curriculum. We also recognise that children progress at different rates and therefore, highly personalised academic and pastoral provision ensures that children are supported to achieve their personal potential.

All staff are responsible for SEND provision in our school, including those within the following roles:

- Mrs N.Emrich, Executive Head-Teacher and qualified SENCo
- Mrs Rosie Asbridge, Head of School and Designated Safeguarding Lead
- Mrs C. Hawkins, Senior Teacher and Deputy Designated Safeguarding Lead
- Mr M Wainford, SENCo for Rolph school
- All class teachers
- All staff

SEND information and provision is shared with the Local Schools Board.

Special Educational Needs and provision is categorised under four broad areas. We plan and provide for each of these in a variety of ways as outlined within this document:

- Communication and interaction

- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Identifying the special educational needs of pupils

Upon entering our school or nursery community, all pupils are assessed by either the Early Years Foundation Stage Framework or using a range of assessment methods for their Maths, Reading, Reading comprehension and Spelling ages and their phonics baseline information where appropriate. These assessments are repeated incrementally throughout the pupil's time at our school and nursery (as per our assessment policy) and monitored closely as an indicator of an established or arising SEND need.

At different times in their school life, a child or young person may have a special educational need.

The Code of Practice defines SEND as follows:

"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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) ***has a significantly greater difficulty in learning than the majority of others the same age, or***
b) ***has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools on mainstream post 16 institutions".***

Where pupils progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

To inform the identification process, information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

The following are examples of assessments that may be used when identifying SEN:

- Baseline assessment information – reading ages/comprehension ages/spelling ages/maths ages
- Teacher/LSA identification through observation and feedback
- Tracking progress through intervention groups
- Arbor analysis
- CPOMS analysis
- Phonics screening
- Literacy assessments
- Maths assessments
- Provision guidance banding descriptors
- Therapists feedback e.g. Speech and Language

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking or understanding English or worries that distract them from learning. At Rolph C of E Primary School and Nursery, we understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Our criteria for pupils being on the SEND register is as follows:

- The child was on the SEND register at their previous school and that there is good evidence for this to continue
- Baseline assessments show that a pupil is significantly behind their age-related expectations
- Pupils are receiving *'additional to/different from'* SEND support as per the school provision pyramid document
- The child has a diagnosis of a life-long condition or disorder which *impacts upon their learning*.
- The child has previously been seen by external professionals for concerns about learning needs, such as, Paediatrics, the Specialist Teacher team, Educational Psychologists etc and there is a need for input to continue.
- Termly assessments show a significant lack of progress, or a significant dip in learning.
- Additionally, pupils with a life-long condition (such as ADHD or ASD), which may at some point impact upon their learning, are also placed on our SEND register.

At Rolph Primary School and Nursery, we are committed to inclusion for all children. We do not discriminate against disabled children or treat them less favourably. In some situations, we maybe able to seek support from the local 'Early Years' advisory service and/or maybe able to apply for Special Educational Needs Inclusion Funding (SENIF) and Disability Access Funding. We endeavour to work with families before children's early years' journeys begin with us, so that early identification can ensure an effective needs led transition.

What arrangements are there for consulting with parents of children with Special Educational Needs and Disabilities and involving them in their child's education?

At Rolph C of E Primary School and Nursery, we believe that high quality communication with parents and carers of all children, including those with SEND, leads to the best academic and personal outcomes for each individual child. We have a number of formal and informal means of communicating with parents of children with SEN:

Formal:

- Parent consultation meetings
- Termly One Plan review meetings, led by class teachers
- Parent View questionnaire at https://parentview.ofsted.gov.uk/
- Annual Review Meetings for children with an EHCP

Informal:

- Home/school diaries
- Home/school communication books
- Invites for parents/carers to meet with Inclusion Partners, Educational Psychologists etc.
- Tapestry
- Email communication:

School office: admin.rolph@dcvst.org
Head of School: admin.rolph@dcvst.org
SENCo: senco.staweeley-rolph@dcvst.org

What is our approach to teaching children and young people with SEND?

At Rolph C of E Primary School and Nursery, our curriculum has been designed to meet the demographic of our learning community. Our teaching and learning is designed to inspire, engage and promote the skills needed to become citizens of our community and into their next stages of life. We understand that children make the best progress when lessons are active and engaging, and we strive to ensure that all teaching and learning encompasses this. In addition:

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014)
- We have high quality communication between teachers, children with SEND, parents of children with SEND, intervention leaders and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child
- Through a 'child centred' planning approach, children with SEN are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so
- We work with our local partner school network and within our community of Vine Trust Schools
- We are committed to developing the knowledge and skills of all staff to manage and embrace the challenges of the range of needs within out school and to ensure that all support is of high quality
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development
- We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning
- Citizenship skills, supported by our school's Christian Values, our Zones of Regulation and our school vision of **'Live LIFE and Flourish together** ' is embedded in everything we do, for every learner.

If a child is identified as having a special educational need, we will provide support that is **'additional to'** or **'different from'** the differentiated approaches and learning arrangements that are normally provided and part of high quality. We have a variety of ways to deliver this, including:

- High Quality Teaching
- Essex County Council's Ordinarily Available and Targeted Offer.
- A graduated approach to provision
- Research-based intervention programmes
- 1:1 support as school decides is appropriate, in consultation with parents
- Response to specialist outside agencies
- Extensive pastoral support

When providing support that is 'additional to' of 'different from', we engage in a four-stage process; Assess, Plan, Do, Review:

- **Assess** - this involves taking into consideration all the information with discussions with parents or carers, the child, the class teacher and assessments
- **Plan** - this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decision will be recorded on a 'Support Plan' and will inform the basis of termly review meetings
- **Do** - providing the support, extra assistance for learning or learning aids, as set out in the plan

- **Review** – measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – the child, their parents or carers, class teacher and the SENCo contribute to this review. This stage then informs the next cycle, if necessary.

How are adaptations made to the curriculum and the learning environment for children and young people with SEND?

Rolph C of E Primary School and Nursery was built in 1870 and comprises of a main building with all the classrooms being on a single level. Within the constraints of the physical building, there are a number of reasonable adaptations that can be made to the learning environment including:

- Ramps make most of the site accessible
- A toilet adapted for pupils with physical disabilities
- Double doors in some parts of the main building
- Visual timetables
- Advice taken from outside agencies e.g. SEND Operations/Inclusion Partner/Educational Psychologist
- Zones of Regulation displays in all areas
- Break out spaces in classrooms
- Trauma Perceptive approach and Christian Values underpinning all areas of teaching and learning, including our informal, pastoral curriculum.

The school had a full Accessibility Plan and Access Audit completed by Equality Act Audits. This can be viewed on the school website.

How do we support children and young people in moving between phases of education?

We strive to prepare our pupils for their next steps in education in the following ways:

- Partnership working between ourselves and our main secondary schools, TTC, CCHS and CCA
- Partnership working with SEND Operations to support family selection and consultation
- Transition meetings to support our parents of pupils with SEND and EHCPs in year 5 to ensure appropriate parental choice of secondary provision
- Transition meetings to support our parents of pupils with SEND and EHCPS in Nursery to ensure appropriate parental choice of primary school
- Transition events
- Identification of future aspirations within One Planning and EHCP processes
- Life skills support where this is deemed appropriate
- Additional pastoral support where pupils needs require this
- Social story and visual resources support

What expertise and training do staff supporting children and young people with SEND have, including how specialist advice is secured?

All staff have received some training relating to SEN through internal and external CPD opportunities including:

- Trauma Perceptive Practice Training
- Advice from the Educational Psychologist
- Advice from the Inclusion Partners
- Paediatrics advice
- Speech and Language Therapist advice through organisations, including the NHS and private providers
- Occupational Therapist advice
- Physiotherapist advice
- Advice from the Emotional Wellbeing and Mental Health Service
- SENCo update meetings and specific training
- ELSA practitioner

Through the Emotional Wellbeing and Mental Health Service (EWMHS), children and young people may, subject to assessment, receive support from trained therapists. Referrals to this service can be made via school (with consent) or parents/carers can self-refer. Further information can be found at: http://www.nelft.uk/services-ewmhs

How is the effectiveness of the provision given to children and young people with SEND evaluated?

The SENCo works alongside the Headteacher and Senior Leadership Team to monitor the progress of children with Special Educational Needs and Disabilities. In addition to this, the school evaluates SEN provision in the following ways:

- Regular SENCo monitoring schedule
- Arbor
- CPOMS
- Pre-Key Stage Assessments
- National Curriculum levels/end of Key Stage statements
- Intervention reviews
- Annual reviews
- One Plan reviews
- Parent views
- Child's views
- Teacher reports
- Ofsted and Diocesan inspections
- Annual school reports
- Analysis of termly assessments and learning data

How are children and young people with SEND supported to engage inclusive curriculum activities alongside those without SEND?

At Rolph C of E Primary School and Nursery, we strive to achieve a fully inclusive environment where our pupils with SEN engage in inclusive activities alongside those without SEND. This is achieved through the following approaches:

- High Quality Teaching and differentiation of broad and balance curriculum according to curriculum expectations and needs
- Concrete resources and learning aids available for all

- A trauma perceptive approach and Christian Values underpinning all areas of teaching and learning for all
- Pastoral support available to all
- School residential visits
- Life skills work
- Enrichment activities e.g. forest school
- School council
- Multi School Council
- Administration of medication
- Responsibilities in school e.g. a librarian
- Support through the use of visuals (Widgit) and practical resources
- Zones of regulation embedded across the school
- Access to Chromebooks and iPads

What support does the school provide to help children and young people to improve their emotional and social development?

All staff at Rolph C of E Primary School and Nursery have high expectations of behaviour and conduct and this is closely monitored by the Headteacher and Senior Leadership Team. In addition to our high expectations, underpinned by our therapeutic behaviour policy, we recognise that some children require additional support and we can offer this in the following ways:

- Essex STEPS tools including anxiety mapping, personalised risk assessments, behaviour management planning, de-escalation and re-regulation strategies and scripted language.
- Circle time
- Personalised timetables
- Additional transition support
- Enrichment days & school visits
- Forest Schools
- ELSA work
- Interventions such including
- SMART Thinking and Circle of Friends
- Indoor Option at lunch time for identified children
- Use of the Zones of Regulation and personalised 'tools' for children to help regulate emotions
- E-Safety support
- Breakfast club & After School Club
- Access to a variety of extra-curricular clubs
- Activities organised by PE team and staff at lunch and break times
- Brilliant books
- Use of home/school diaries
- Morning settling activities

How does the school involve other bodies, including health and social care bodies, local authority support services, church organisations and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

We are committed to supporting our pupils' holistic wellbeing and recognise that many professionals may already be involved in our pupils' lives. We therefore involve a number of external services in a variety of ways:

- Safeguarding team attends and invites involved parties to Team Around the Child/Team Around the Family meetings
- External services invited to EHCP Annual Reviews and One Plan Reviews when appropriate
- Support from parish church members and church outreach worker

Additionally, referrals are also made, as appropriate, to:

- General Practitioner (GP)
- Child and Adolescent Mental Health Service (CAMHS)
- Essex Child and Family Wellbeing Service
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Social Care
- Educational Psychologist (EP)
- Inclusion Partner (IP)
- Family support services including:
- Family in Focus
- Family Solutions
- Essex Parent Partnership Service

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

At our school and nursery, we have adopted our academy's comprehensive complaints policy, which is available to all on our school's website. This complaints policy and procedures are not limited to parents or carers of children that are registered at the school and/or nursery. Any person, including members of the public, may make a complaint to the school about any provision of facilities or services that we provide, unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions).

Please find our complaints policy using this link:

https://vineschoolstrust.co.uk/our-documents/

All of the above information in this report applies to children with special educational needs and disabilities, including those who are looked after by the local authority.

This information should be read alongside the information provided by the local authority, which can be found at http://www.essexlocaloffer.org.uk/

Last updated: June 2026