



ROCHFORD PRIMARY AND NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS and/or

Disabilities (SEND)

INFORMATION REPORT 2025 2026

What is the school ethos/approach to SEN and Disability?

At Rochford Primary and Nursery School staff, and governors are committed to the principle of equal opportunity, and aim to encourage the development of each child, meeting their individual needs by matching them to the curriculum.

For a full explanation of our approach to teaching pupils with SEND, please refer to our SEN School Offer.

The kinds of SEND that are provided for at Rochford Primary and Nursery School.

We currently support children who have a range of special education needs and disabilities. These may include:

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

At Rochford we all work to provide appropriate support for pupils sharing a wealth of knowledge between staff and investing in staff CPD to ensure all needs of all pupils are met.

Under the Children and Families Act 2014, each local authority is required to publish a local offer detailing what provision and services are available in their area. This can be found at: <https://send.essex.gov.uk/>

What should I do if I think my child has a Special Educational Need or Disability?

Should your child be having difficulties whilst a pupil at Rochford Primary and Nursery School that you suspect are related to an undiagnosed Special Educational Need or Disability, then you should discuss this in the first instance with the Class teacher. This information is then shared with the Inclusion Team who will contact you to discuss this in more detail. You are of course welcome to contact the members of the Inclusion Team directly to discuss your child's needs.

How will I know how my child is doing in school?

All pupils are assessed on a regular basis both formally in test situations and via professional judgements. These assessments allow us to build an up-to-date picture of a pupil's ability and learning needs and will determine whether any further testing, intervention or support is necessary. Please see the SEND policy regarding the process for parental involvement and communication regarding the support and progress of pupils with SEND. Parents will be invited to termly One Plan meetings with the SENCO.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Rochford Primary and Nursery School has an "open door" philosophy towards parents. Informally, parents are encouraged to contact the Inclusion Team whenever they wish, and are contacted by the Inclusion Team, to celebrate achievement as well as raising concerns. Formally:

- All pupils who receive SEN Support have One Planning reviews termly to discuss targets and progress made towards these. The One Plan Process is outlined in the SEND Policy which is available on the school website.
- For pupils who have an EHCP, an Annual Review meeting is held to review progress towards EHCP outcomes as well as one plan meetings.
- Parents are invited to all reviews, and their views are heard.

How do Rochford Primary and Nursery School involve children and young people in their education and in the decision making process?

Pupils who have SEND are actively monitored, both formally and informally by members of the Inclusion and Leadership team on a regular basis.

Each pupil with SEND is given an opportunity to update their One Page Profile at the beginning of each academic year which outlines their likes, needs and interests.

Prior to each termly one plan meeting, pupils are given the opportunity to communicate their views – sharing what makes a good school day, a bad school day and things that they like and find motivating. These reviews are conducted in a person-centred way to ensure that the pupil has a voice in any decisions made.

How are pupils with SEND assessed/identified?

All pupils are assessed on a regular basis both formally in test situations and via professional judgements. These assessments allow us to build an up to date picture of a pupil's ability and will determine whether any further testing, intervention or alternative approach to learning or support is necessary.

Pupil Progress meetings are held on a termly basis with relevant members of the Leadership Team.

All children are assessed at the end of Key Stage 2 using the standard assessment tests (SATs). This is required by law and the results are published nationally. Children also complete the statutory Multiplication Tables Check in Year 4 and the Phonics Screening Check in Year 1.

SEN Support outcomes are reviewed termly with parents, and the pupil and new outcomes/targets are set. For pupils who have an EHCP, in addition to these termly meetings there is also an Annual Review held to review progress towards EHCP outcomes.

Regular book looks/climate walks/lynx board planning reviews are carried out by the Leadership Team/Subject Leaders to ensure the needs of all children are met and that the quality of teaching and learning is high.

How adaptations are made to the curriculum and learning environment.

Pupils have full access to the curriculum which teachers adapt for their specific needs using the graduated approach. For an outline of this approach, please refer to our SEND Policy. We have a team of LSAs who provide class based support under the direction of class teachers for pupils with SEND.

Rochford Primary and Nursery School is on a level site with easy access to all areas - access to the one play area where there are steps can also be gained by a ramp.

We **do not** have a bench/seating or hoist within our more accessible toilet facilities.

We **do not** have a sensory room.

How SEND pupils are enabled to engage in activities available with those in the school who do not have SEND.

All pupils have the opportunity to engage in extra-curricular activities including educational visits. Parents / Carers are always fully informed of any visits and permission is sought where necessary.

Risk assessments are carried out before all visits and any reasonable adjustments are made to ensure full engagement of all pupils.

Staff training and qualifications in relation to meeting the needs of pupils with SEND.

Mrs Anita Davies is the school Inclusion Lead and SENco. She holds the NASENco qualification. All of our educational staff receive in house SEND training and support. SEEAT also provide staff with professional development opportunities related to meeting the needs of pupils with SEND.

Support for improving emotional and social development.

At Rochford Primary and Nursery School we are proud of the fact that our children feel that they can talk to any of the adults in school. In addition to this, members of the Inclusion Team make themselves available for 'chats' with the children at different points throughout the school day. All pupils are well supported through the school's robust pastoral system but sometimes this is not enough to address specific social and emotional needs.

If there are concerns with a pupil's social or emotional well-being, then Class Teachers may plan and arrange an appropriate intervention. Intervention may include small group or 1-1 social skills/emotional support.

Involvement of external bodies in meeting pupils needs and supporting their families.

We seek advice from a range of other external agencies and specialists in speech and language, visual and hearing impairment, and complex physical needs. We have access to support from the Local Authority in the form of Inclusion Partners and Educational Psychologists. We can access support and training from the School Nursing Team.

How will school resources be secured for my child?

It may be that your child's needs require us to secure additional equipment or facilities and/or additional LSA support. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we apply for an Education Health and Care Plan to secure necessary funding.

Arrangements for supporting pupils moving between phases of education.

Before pupils start at Rochford Primary and Nursery School, the EYFS Lead aims to visit all new pupils while they are at a pre-school or as a home visit. There are also taster sessions arranged for pupils to visit the school.

Pre-school staff and parents therefore have the opportunity to discuss any concerns and the necessary adaptations can be made as appropriate.

Rochford Primary and Nursery School liaise with local secondary schools to discuss meeting the needs of pupils on entry. All pupils are given opportunities to visit their secondary school however we also undertake an enhanced transition programme for SEND pupils where advised or appropriate. This may include a personalised package of tours and taster sessions.

Where can I find information about Local Authority provision for children and young people with SEND?

The Local Authority has published their details of the Local Offer at the following website:
<https://send.essex.gov.uk/>

How should complaints regarding SEND provision be made and how will they be dealt with?

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or meetings with the Inclusion Team. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Headteacher, the school's Governing Body or the Multi-Academy Trust. When necessary, parents will be supported in taking concerns to the Local Education Authority and informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as SENDIASS, will also be made available.

How do I get a copy of the school SEND policy?

Parents can view an up to date copy of the school SEN Policy via the school website:
https://www.rochford.essex.sch.uk/Key_Info/Special-Educational-Needs/

Who do I contact for further information?

The Inclusion Team at Rochford Primary and Nursery School consists of Mrs A Davies - the Inclusion Lead and SENco, Miss J Styles - the Pastoral Lead. Mrs C Thornton is the Inclusion Manager for the Academy Trust.

The Inclusion Team can be contacted directly via the school office.

Who, outside of school, can I turn to for advice and support?

Parents can telephone the SENDIASS helpline on 01245 204 338 should they need support from outside of school.