

Special Educational Needs and Disabilities at Rothwell Schools

SEN INFORMATION REPORT – September 2024

Your questions answered.



Mrs Wallace

Inclusion Admin Support



Mrs Harvey

Deputy Headteacher &
SENDCo



Mrs Van Davies

Family Support Worker
& Safeguarding Leader



Rothwell Schools



What are the different areas of need at Rothwell Schools?

We support learners across the four areas of need:

Communication and Interaction

Speech, Language and Communication Needs, Autistic Spectrum Disorder.

Cognition and Learning

dyslexia, dyspraxia, dyscalculia and varying degrees of learning difficulties.

Social, Emotional and Mental Health

Attachment disorders, ADHD, ADD including children with anxiety difficulties.

Sensory/Physical

Hearing Impairments, Physical disabilities, Visual Impairments

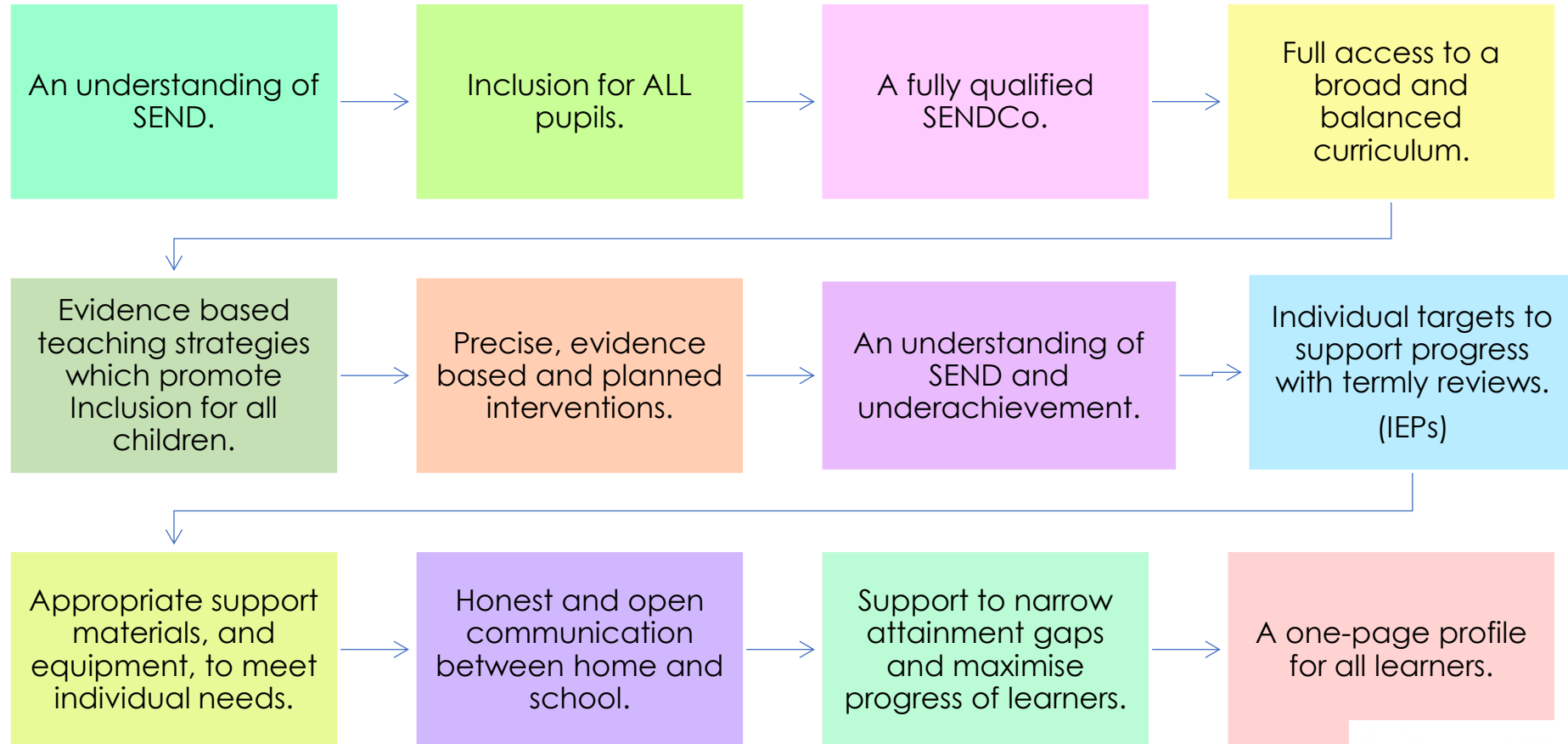
(This includes supporting and understanding a range of medical needs, including those that may require specialist training.)



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What do we provide at Rothwell for learners with special educational needs?



What SEND needs do we have at the Rothwell Schools?

Where a medical need is present, unless the medical need impact on the child's learning, they will have their needs met under the 'Children with Medical Needs' Policy.

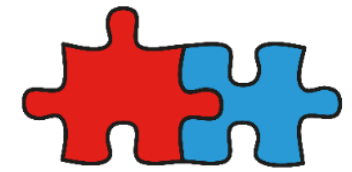
Medical needs do not automatically result in a child being added to the SEND register.

Autism Spectrum (ASD)	Attention Deficit Hyperactivity Disorder (ADHD)	Specific medical conditions impacting education	Physical difficulties	Social, emotional and mental health needs (SEMH)
Epilepsy	Sensory processing difficulties	Dyslexia and specific literacy difficulties	Speech and language needs	Wellbeing and social skills support
Hypermobility	Developmental co-ordination disorder	Global developmental delay	Trauma & attachment needs	Selective mutism



How do you decide whether a child has SEND?

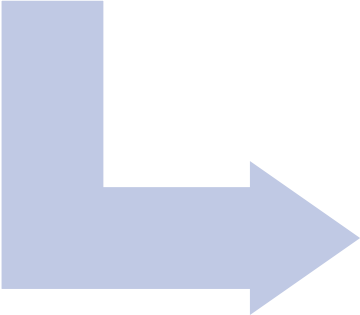
We use the graduated approach to make decision about whether a child has SEND.



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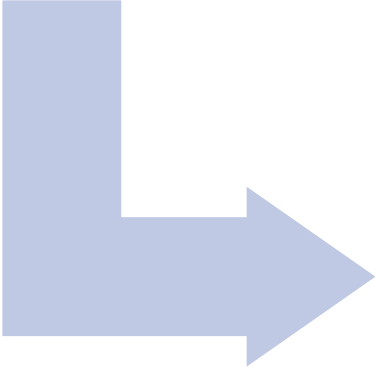
Stage 1

- Concerns are raised by teacher/parents/carers/previous setting.
- Class teacher discusses concerns with parents/carers.
- Class teacher begins to gather evidence and puts strategies in place in the classroom.
- Apply the assess, plan, do, review cycle.
- If less than expected progress is made, move to stage 2



Stage 2 Referral to SENDCo

- Completed SEND referral form is sent to SENDCo.
- SENDCo completes an observation or further assessments and makes recommendations on the form and then feedbacks to parents and teacher/s.
- Suggestions made and the assess, plan, do, review cycle is followed.
- If expected progress is not made, move to stage 3
- Child added to SEND register.



Stage 3 External support

- Add to SEN register in discussion with parents
- Individual targets created and monitored using an IEP format.
- Referrals are made to outside agency/specialists where necessary.
- Evidence gathered for statutory assessment/funding application



What support will my child receive?

Identification of SEND and added to the SEND register

Wave One – All Children

High quality teaching for all

All children receive high quality teaching in all lessons.

Reasonable adjustments are made within the classroom to benefit all learners.

Teachers assess and plan for gaps in learning and to challenge all children.

Wave Two - Some Children

Some children receive SEND Support

Some children have needs which require support that is addition to or different from the high-quality teaching offered in wave 1.

These children are classed as having a SEN/D need and follow the assess, plan, do, review cycle, have a 1-page profile and an IEP.

Some children also receive specialist support or are referred to external agencies.

Wave Three – Few Children

Few children will have an Education, Health and Care Plan (EHCP) and/or additional funding

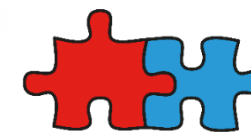
Some children will need more specific support which come in the form of an EHC Plan or additional funding.

If this is necessary, the school will make an application to North Northants Council and follow the statutory process for an EHC assessment or an application for funding.



Cognition and learning

What support will my child receive?



Rothwell Schools

Area of Need	Wave 1 Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 Provision that is 'additional to and different from'	Wave 3 Support specifically linked to an individual's targets, managed by SENCo
Cognition and Learning Needs	<p>Class rules, rewards and sanctions</p> <p>Adaptive curriculum to meet the child's needs.</p> <p>Key Word lists</p> <p>Phonic mats</p> <p>Coloured overlays/paper</p> <p>Opportunities for speaking and listening</p> <p>Writing Frames / cloze procedures</p> <p>Task cards - Task broken to small chunks (checklists)</p> <p>Now and next boards</p> <p>Tray tasks</p> <p>Visual timetables</p> <p>Mini whiteboards</p> <p>Multi-sensory teaching</p> <p>Pair work/teamwork</p> <p>Modelling</p> <p>Work printed on coloured paper (unless the student is wearing coloured glasses.)</p> <p>Seated next to a student that can offer peer support.</p> <p>Alternative methods of recording other than writing allowed and encouraged.</p> <p>Dictionaries and thesauruses available.</p>	<p>Small group activities</p> <p>Individual; teaching</p> <p>Precision <u>teach</u></p> <p>1:1 Phonics</p> <p>TA support</p> <p>Booster lessons</p> <p>Specialist assessment</p> <p>Personal visual timetables</p> <p>Pre teaching</p> <p>Revision and embedding sessions</p> <p>Small group English/ Maths</p> <p>Dyslexia Screening</p> <p>Dyscalculia Screening</p> <p>Sandwell Assessments</p> <p>Boxhall Profile</p> <p>Access to high interest/low readability books.</p> <p>Use of appropriate ICT , tablet/ laptop</p> <p>Extra time given to complete assessment.</p> <p>Practising with a scribe</p>	<p>Individual intensive teaching</p> <p>Intensive TA support 60-90%</p> <p>EHCP outcome support</p> <p>Pre key stage / engagement model</p> <p>External Agency involvement</p> <p>Individualised Literacy Intervention (ILI)</p> <p>Individualised maths intervention</p> <p>Touch typing/handwriting</p> <p>Access arrangements for exams - laptop, extra time, rest breaks, a reader, separate room</p> <p>Annual Reviews</p> <p>Nessy / Reading eggs / Clicker - Other educational online specialist programmes</p>

Communication and Interaction

What support will my child receive?



Area of Need	Wave 1 Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 Provision that is 'additional to and different from'	Wave 3 Support specifically linked to an individual's targets, managed by SENCo
Communication and Interaction needs	<p>Differentiated curriculum planning Simplified language</p> <p>Visual aids / communication fans</p> <p>Modelling</p> <p>Structured routines</p> <p>Verbal instructions and information backed up by visual support</p> <p>Talking tins used</p> <p>Tasks broken down into smaller chunks - task cards.</p> <p>Time given to formulate answers in class</p> <p>Seating plans</p> <p>Multi-sensory approach Demonstration; listen; read; record</p> <p>Sentence building - colourful semantics.</p>	<p>Use of symbols EG PECS</p> <p>Individual visual timetable</p> <p>In class support with speech/language focus 40%</p> <p>Student to have the opportunity to repeat and summarise what has been taught.</p> <p>Time to talk programme</p> <p>Colourful semantics</p> <p>Specialist assessments</p>	<p>1:1 Speech & Lang Programme</p> <p>Socially speaking</p> <p>Comic strip conversations</p> <p>Visual timetable/instruction cards</p> <p>TA support</p> <p>Nurture groups</p>

Social, emotional and mental health needs.

What support will my child receive?



Area of Need	Wave 1 Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 Provision that is 'additional to and different from'	Wave 3 Support specifically linked to an individual's targets, managed by SENCo
Social, Emotional and Mental health.	Seating plans Positive support/praise Whole school approach Class rules Class reward system Parent meetings and engagement in formulating wave 1 plan with rewards linking to home Stickers Individual reward charts Brain breaks Time to talk Calming boxes Safe spaces in the classroom Hand of trust - Who can the children talk to? Restorative Justice TA support - Time to talk / rewards	In discussion with the SENDCo: Nurture lunch Safe zones outside of the classroom Positive people Access to FSW Access to Sensory room (relaxation zone) Behaviour plan to be written in conjunction with the SENDCo	Counsellor/[play therapist Drawing and talking Teacher time 1:1 Protective behaviours Restorative Justice Social Skills Quiet room/place 1:1 Time to talk Wishes and feelings welfare 1:1 <u>sessions</u> Zones of regulation Anger Gremlin Volcano in my tummy Emotion intervention

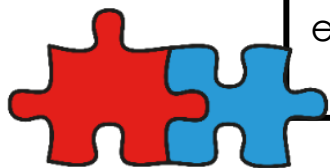
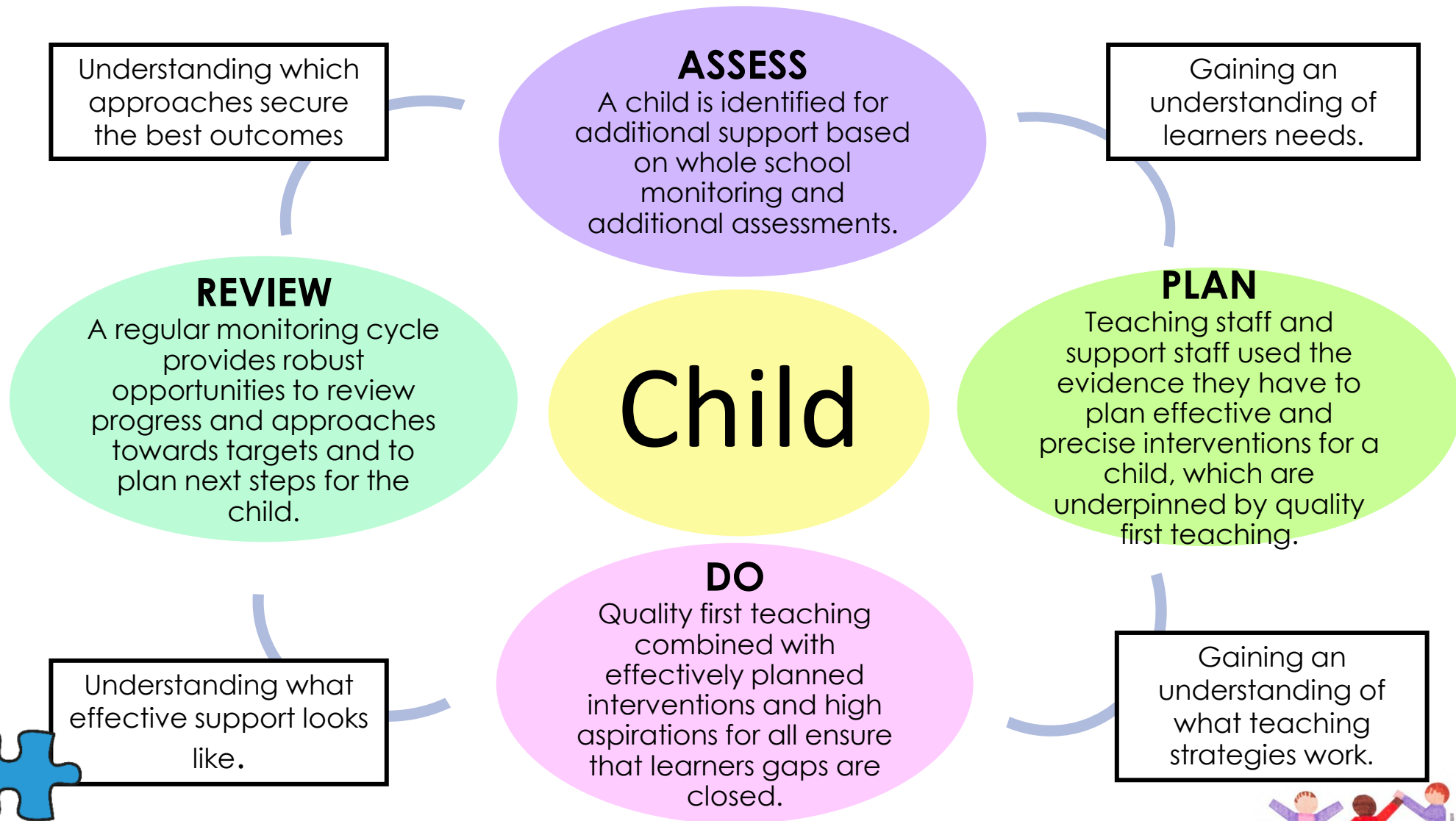
Sensory and/or physical needs

What support will my child receive?



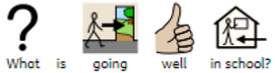



Area of Need	Wave 1 Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 Provision that is 'additional to and different from'	Wave 3 Support specifically linked to an individual's targets, managed by SENCo
Sensory and/or Physical needs	Individualised resources e.g. <ul style="list-style-type: none"> ▪ Writing slopes ▪ Pencil grips ▪ Use of appropriate fonts and font sizes ICT as an alternative way of recording Hearing/visual aids and equipment Sensory fiddle boxes Sensory breaks	OT toolkit Alternative recording methods Additional handwriting Touch typing programme	Physiotherapy support OT specialist programme Individual support for PE Assistance to move around site Access to PC/laptop Additional TA support in practical lessons Scribe Sensory circuits

How do we plan for children with SEND at Rothwell?

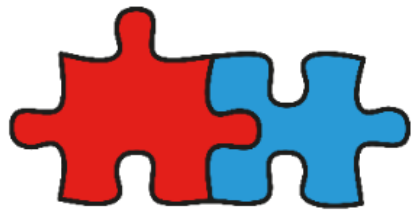


Example: Individual Education Plans

Rothwell Schools IEP

Name:		Teacher:	
Year Group:		SEN Code:	
4		K	
Professionals involved:			
Pupil Voice:			
 <p>What is going well in school? Maths, English, Art, Geography and playtime.</p>		 <p>What could be better about school? A bit more playtime</p>	
 <p>What makes me happy? Playing with my friends.</p>		 <p>How best to support me Say the word twice and reminders for capital letters and full stops.</p>	
Assess	Plan	Do	Review
<ul style="list-style-type: none"> What is the pupil achieving at present? What are the difficulties? 	<ul style="list-style-type: none"> What are the outcomes to be? Targets should be SMART Collaboration between teacher, parent and child 	<ul style="list-style-type: none"> How will the outcome be achieved? Include outside agency input How and by who? 	<ul style="list-style-type: none"> What was the impact? Were the outcomes achieved?

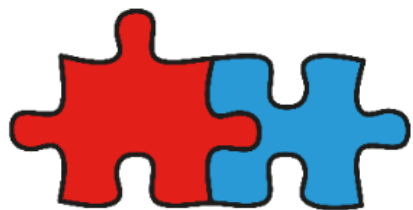
Spring 2				
Assess	Plan	Do	Review	
1.			1	2
2.			1	2
3.			1	2



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Example: One page profile



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I am good at...

Important people...

What works well for me in school...

Things I find tricky at school...

Photo of the child

Name:

Class:

I enjoy...

My friends and teachers think I am...

At school, I'm trying hard to get better at...

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Who supports children in the classroom at Rothwell?

What training have staff had?

The SENDCo holds the SEN accreditation.

All staff have had CPD in line with the SEND Code of Practice 2014.

There is an on-going rolling programme of professional development for our staff, throughout the school year.

SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organised in accordance with the needs of the pupils.

Lego therapy

Precision Teach

Phonics

Protective behaviours

Autism

ADHD

Trauma

Attachment

SNIP

Volcano in my tummy

Toe by Toe

Socially speaking

Draw and Talk



Processes for children with disabilities

At Rothwell we understand that a thorough admission process is integral when enrolling children with disabilities. Prior to starting school, it is critical for parents and guardians to engage in dialogue with the school SENDCo. This initial communication focusses on identifying the unique needs of your child, understanding their specific disabilities, and discussing any prior support or interventions they may have received. We ask that parents provide relevant documentation that may assist in tailoring the educational experience for their child effectively.

Accessibility is a fundamental aspect of ensuring that children with disabilities can fully participate in school life.

We conduct an accessibility audit of our facilities to assess areas that may require modification. This includes ensuring that entrances, classrooms, and recreational areas are physically accessible for children with mobility challenges.

We also consider whether provision for assistive technologies are needed, such as communication devices or tailored learning tools, to facilitate their learning journey.

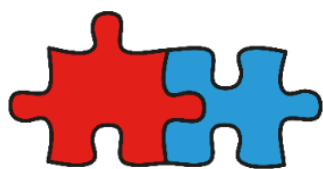
We also consider access arrangements for Standard Assessment Tests (SATs) for students with disabilities.

At Rothwell we ensure that appropriate adjustments are made to enable children to demonstrate their knowledge without being hindered by their disabilities. Such arrangements may include extended time for assessments, provision of additional support staff, or the use of specific equipment tailored to individual needs. By implementing these measures, we can uphold the principles of fairness and equity in the assessment process.

Collaboration with external agencies and specialists is an essential element of supporting children with disabilities. We have good partnerships with the local authority, education psychologists, and special educational needs coordinators (SENCOs) and work together to develop individual education plans (IEPs) tailored to children's specific needs.

Regular reviews and updates to these plans will ensure that the support provided is effective and evolves in accordance with the child's progress.

The procedures for children with disabilities starting school necessitate a multidisciplinary approach that encompasses accessibility improvements, curriculum adaptations, and bespoke support arrangements. We try to foster an inclusive school culture as we feel it is imperative for the successful integration of children with disabilities. Training programmes for staff focusing on diversity and inclusion can significantly enhance awareness and understanding of the challenges faced by these students. Additionally, promoting peer awareness and empathy through structured initiatives can help cultivate a supportive environment where all children feel valued and accepted.



Rothwell Schools



My child has a disability – how will you support them?

As a school we have a duty of care to all our pupils including those with a disability.

We will support by:

Meeting with parents to gather information on the disability and how we can support.

Work with staff to ensure the child can access the full curriculum and plan for adaptations needed.

Work with outside agencies and professionals to ensure the school have the right training and resources to support the child's needs.

Developing personal evacuation plans



Developing medical protocols

Reviewing the schools Accessibility plan

Organise staff training to ensure all staff understand the needs and how to support.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

Safe spaces

Drawing and talking

Time to talk

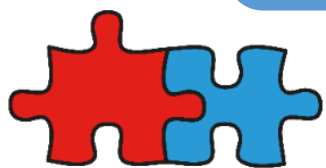
Sensory Circuits
Limited spaces

Protective behaviours

Senior Mental Health
Lead
Mrs B Leder &
Mrs N Cross

MHST
Referral process in
place

Bereavement support



How will my child's voice be heard?

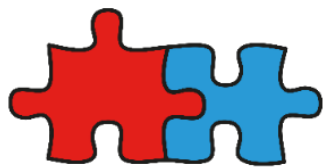
Pupil Voice
using Three
Houses
approach

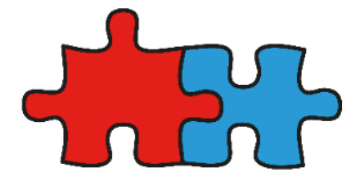
One Page
Profiles

Interventions
such as
Draw and
Talk

IEPs

Time to talk





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How do we communicate with parents? How do we support parents to help their child?

Termly targets and reviews shared with parents. Parental voice gathered 3 times a year.

One page profile shared with parents and parents invited to contribute

Assessment information shared in parents evenings/reports.

Annual review held for children with EHC Plans.

Additional meetings/conversations with parents of children with emerging/complex needs. Open door policy.

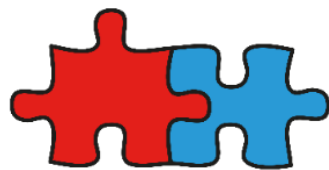
Parent/school communication through home/school book as required.

Support offered through Coffee and a Catch-Up parent groups with speakers invited to attend.

Early Help offered by Family Support Worker and Inclusion Leader.



How are the school governors involved and what are their responsibilities?



Rothwell Schools



The Governor for SEND, meets termly with the SENDCO to explore the core offer of our school, review actions plans and to look at progress and attainment of children on the SEN/D register.



A report is also sent to the governors annually to inform them about the outcomes of students with SEND; this report does not refer to individual students and confidentiality is always maintained.



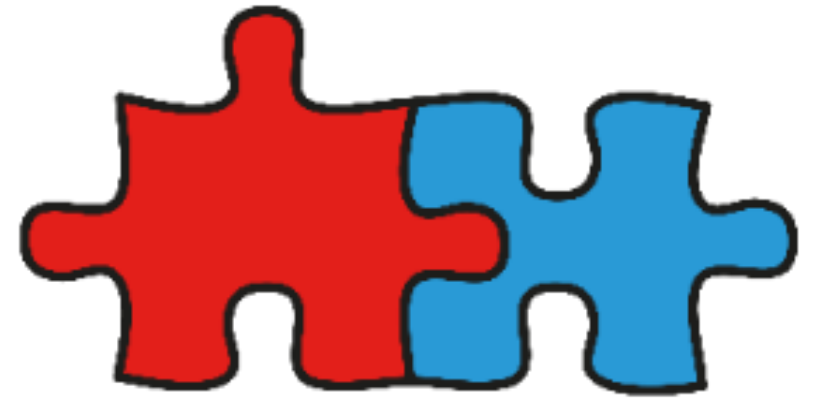
The SEND governor is Mrs C Fairbairn.



What outside professionals are available to help?

When required, we will involve the following professionals once we have consulted with parents and obtained family history:

- Speech and language therapists
- Specialist Support Service for SEND
- ASD/ADHD team
- Community Paediatrics
- The School Nursing Team
- CAMHS
- MHST
- Maplefields outreach support
- Specialist Support Service
- Rowan Gate Outreach Service
- Physiotherapists/Occupational Therapists
- Educational Psychologists



Rothwell Schools



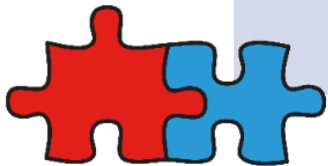
How do we assess our learners at Rothwell?

Children who need additional SEND support

- Pupil progress meetings
- Pupil tracking systems
- PIXL assessments
- Use of data from standardised assessments.
- Evaluation of the effectiveness of interventions using the provision map and changes made if/when required. Example of provision map on following slides.
- Termly reviews of IEPs targets
- One page profile created annually for transition to next class teacher
- Book looks
- Pupil Voice
- Parent voice (as part of the IEP review)

Children with an EHCP

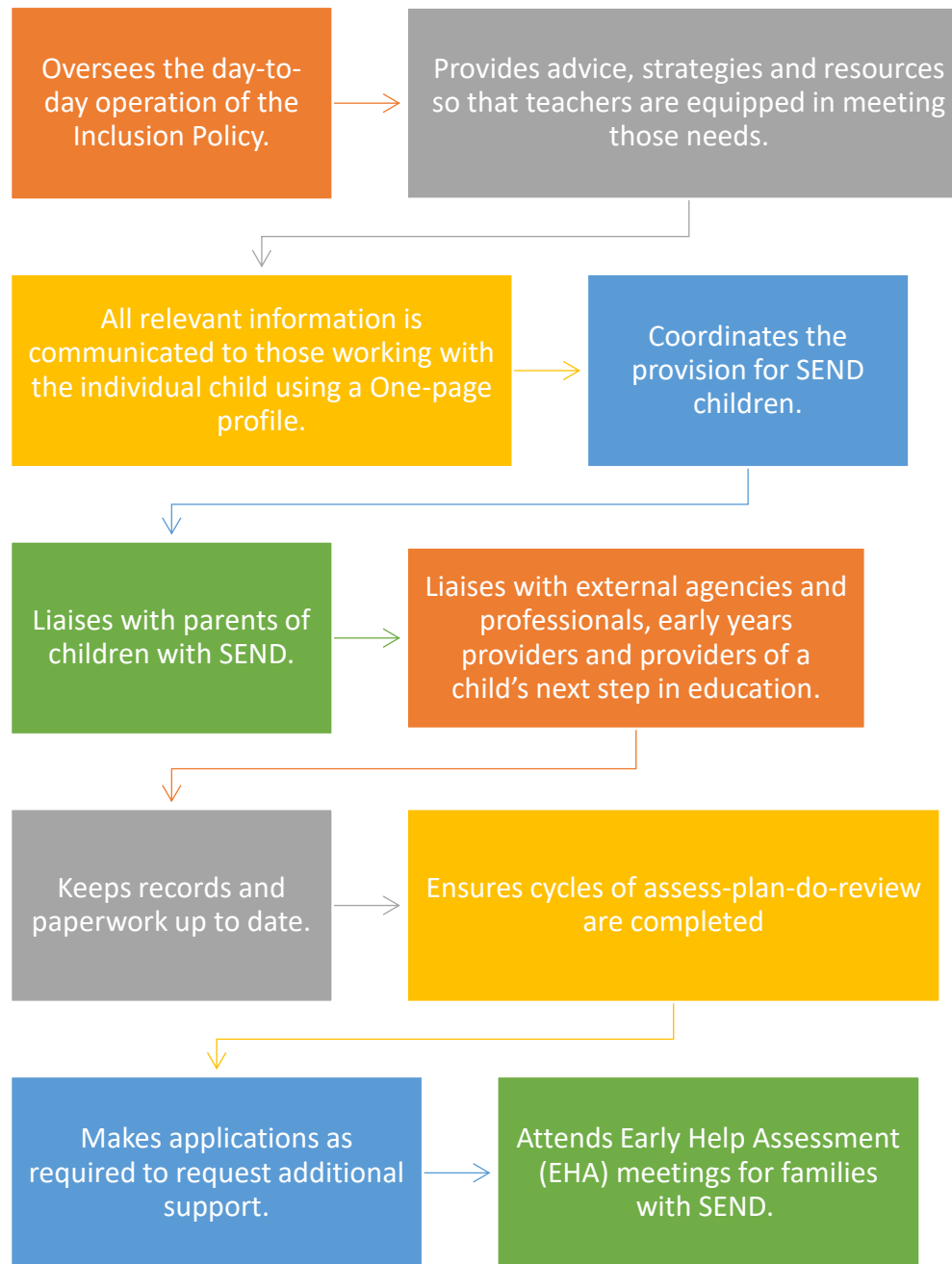
- All previous steps
- Annual EHCP review with Inclusion Leader, teacher and parents in line with SEN Code of Practice. Additional services are also invited.



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What is the role of the SENDCo at Rothwell Schools?



Mrs Harvey

Deputy Headteacher &
SENDCo



Inclusion admin support

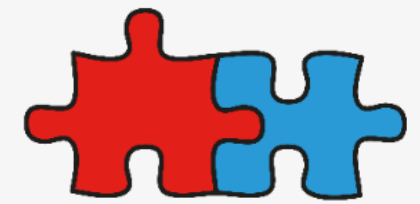


Mrs Wallace

Inclusion Admin Support



- Mrs Wallace is our amazing Inclusion admin support worker.
- She may be in touch to arrange meetings with families.
- She may also be the person who speaks to parents/carers to gather information for assessments and help the SENDCo to coordinate the multi-professional working approach.
- If you have any worries about your child with SEND, please liaise with their class teacher first or their year lead. If you have any further concerns or need information, please contact her through our parent's email address or by calling 01536 906699.



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What support is there for families?

- Miss Van Davies is our wonderful Family Support Worker. She can be contacted via the parent email or by calling the school on 01536906699.
- Miss Van Davies can support on an informal level should you need some advice or someone to talk to about a problem which has emerged and that is impacting on your child or family.
- Alternatively, she can work with you on a more regular basis through an Early Help process. This involves meetings on a regular basis – usually every 6 weeks - and an action plan involving other professionals.
- Miss Van Davies is also our Designated Safeguarding Leader in school and will support families where there is social services involvement.



Mrs Van Davies

Family Support Worker
& Safeguarding Leader



What else do I need to know?

We would signpost you to the following policies which will give you further information:

Accessibility Policy

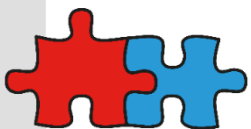
Inclusion Policy

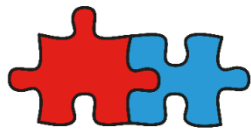
Behaviour Policy

Intimate Care Policy

Children with Medical Needs Policy

Safeguarding Policy





Rothwell Schools

What additional support is available for parents?

The Local Offer

[North Northants Local Offer](#)

North Northants SEND IAS

Telephone number 0300 373 2532

Email address
SENDIASS@northnorthants.gov.uk

Internet:
<https://www.iasnorthants.co.uk/Pages/home.aspx>



How do we support children at Rothwell Schools when they move to the next phase of their education?

Most children leaving Rothwell Infants School, transition to the Junior School and staff work as a team to transfer information to the next teacher in a seamless manner. Transition meetings are held in the summer term. Additional plans for children to visit the Junior site are in place and mapped out for the summer term. Children who need additional transition will have a support plan in place.



Most of the children in year 6 attend Montsaye Academy. During the summer term, key members of staff meet with the school SENCO and transition meetings are held. Additional tours and visits are offered and, in some cases, children may work directly with the SENCO or her team.



Files and key documentation are handled sensitively and securely between settings. In cases where a child with an EHCP may be moving to a specialist provision, an end of key stage annual review is completed and ks3 staff are invited to attend. In these cases, transitional arrangements often differ, and children may be offered additional transition days that have been arranged by their new school.



Prior to our EYFS children joining Rothwell Infants School, the SENCO and members of the foundation stage team visit preschool settings several times. Children quickly become familiar with these visits and are keen to introduce themselves. The SENCO will often observe sessions led by specialist professionals and adaptations that will be required are discussed. Parents of children with medical needs are invited to attend a meeting to enable a healthcare plan to be put into place. Where training is needed, we endeavour to have this in place prior to the child attending. Where toileting needs are present the school has an intimate care policy in place.



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What if I'm not happy with the support my child is receiving at the Rothwell Schools?

