**Whole School SEND Summary 2024-25**

Roche School is a smaller than average mainstream primary school, with a high number of SEND pupils. Of 200 pupils on roll, 49 pupils are classed as SEN Support (24.5%) and 10 have an EHCP (5%).

This means that 29.5% of our school have some form of additional need/s and as such, require additional to or different from, provision to ensure they can make progress and are holistically supported. This is significantly higher than the 14.1% national average of SEN Support and slightly higher than the 3% of EHCPs, for UK primary schools.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2023-24> - latest available SEN data (June 2024)

A breakdown of SEND pupils by Year Group is below (June 2025):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NC Year Group | Number of pupils in class | Number of SEN Support pupils | Number of EHCP pupils | Number of EHCNA |
| R | 30 | 6 | 0 | 1 |
| 1 | 24 | 4 | 0 | 0 |
| 2 | 30 | 9 | 0 | 0 |
| 3 | 28 | 3 | 0 | 0 |
| 4 | 29 | 12 | 3 | 1 |
| 5 | 26 | 8 | 4 | 0 |
| 6 | 31 | 6 | 3 | 0 |

The highest primary area of need at Roche School is Speech, Language and Communication Needs at 42%, however this includes Autism Spectrum Condition with 25.4% of our SEN pupils either received or awaiting diagnosis.

Secondly, Cognition and Learning is 27.1%, closely followed by Social, Emotional and Mental Health, which makes up 22% - a 5.6% increase since 2022. Sensory and Physical needs are lower at 8.5%.

30.4% of our SEND pupils, or 9% of our school are diagnosed as Neurodivergent (ASC or ADHD). Below is a breakdown of need per class based on pupils’ primary need (some have needs in more than one area).

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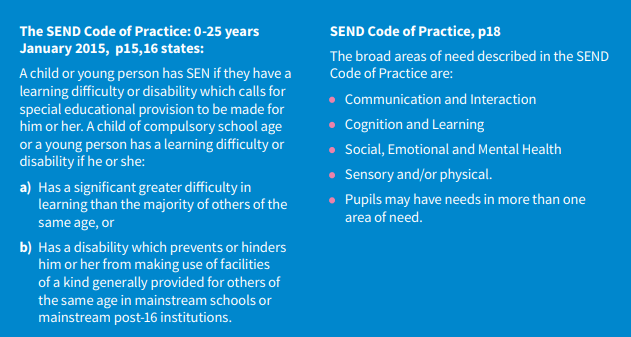
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R 1 2 3 4 5 6

R 1 2 3 4 5 6

**SEND Identification Flow chart**

Put QFT in place. Consult with SMT, Subject Lead or SENDCO for guidance if necessary

Check all Quality First Teaching is in place. Classroom based strategies and differentiated curriculum implemented. (Wave 1)

Early Identification of Need \* Teacher, Parent, TA, SLT or SENCO identify that a child requires additional or different provision to that of QFT

Review progress after 6-8 weeks. Is there still a barrier to learning?

No

Hold discussion with SENDCO regarding additional provision that may be necessary, including external interventions. (Wave 2)

Is there still a barrier to learning?

Yes

No

No

Teacher to complete Initial Concern Form and Class Teacher and SENDCO decide Wave 2 action required (observation, additional resources, participation in intervention groups). Class Teacher to inform Parents

Continue with QFT in class and monitor closely

Continue with additional provision if necessary and QFT in class and monitor closely.

Continue with provision as necessary. Remove from SEN register when additional or different provision is no longer needed but continue to monitor within class. Teacher to inform Parents. If the child begins to show additional or the same difficulties the process needs to be repeated.

If an EHCP is agreed additional provision may need to be put into place. Annual reviews will be managed by the SENDCO. If it isn’t, school should continue support as required; regularly monitoring and reviewing provision.

Yes

Discussion with SENDCO, Parents and Outside Agencies around the appropriateness of an EHCP request. SENDCO to complete application in consultation with Teacher, Parents and Pupil.

Is there still a barrier to learning?

SENDCO to make appropriate referrals to outside agencies

No

Yes

Review progress at agreed date. Is there still a barrier to learning?

No

SENDCO adds pupil to SEN Record of Need as SEN Support. Parents informed. **Assessment** of pupils needs, **plan** support and interventions to be put in place, **do** and **review** effectiveness and impact on progress. SEN Support Plan completed and reviewed termly by teacher in co-production with SENDCO and parents. (Wave 3)

Early Identification of Need can come about through a variety of ways:

* For children starting reception class, strong links with Early Years providers are established between the SENDCO and EYFS teacher to ensure all relevant information is passed on.
* Attainment data; at the collection points at the end of each term and at Pupil Performance meetings if a pupil is not making expected progress
* Holistic pupil progress; supported by good engagement with Parents and families.
* Concerns raised by Parents or carers, or other external agencies who are involved with a pupil and/or their family.
* Staff training; following professional development staff are more aware of indicators of additional need.
* Learning walks and lesson observations, including scrutiny of pupil’s work, by SMT, subject leaders or the SENDCO.

**Description of Provision at Roche School 2024-25**

At Roche School, we adopt a Graduated Response to provision for our SEND learners. Please visit <https://www.cornwall.gov.uk/graduatedresponse> for further information in line with the Local Offer.

|  |  |  |
| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. | Specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs, although can be individual. | Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions from outside agencies. |

A SEND support plan, which is Roche School’s name for Assess, Plan, Do, Review could be put in place at Wave 1 or 2. Please see our SEND policy and Information Report for further information: [Special Educational Needs and Disability – Roche Community Primary School](https://www.roche.cornwall.sch.uk/send/)

**Communication and Interaction**

SEN Code of Practice (DfE, 2015)

6.28 – Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use rules of social communication. The profile for every child with SLCN is different and their needs may change over time.

6.29 – Children with ASC are likely to have particular difficulties with language, communication and imagination, which can impact on how they relate to others.

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| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| * Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists, processing time given   Careful explanation of new vocabulary.   * Structured school & class routines * Use of visual prompts/ICT to make learning more visual   Multisensory teaching, including physical and visual explanations and instructions, where possible  Use of nonverbal communication to reinforce what is being said, where possible   * Classroom arrangements promote good communication opportunities i.e. Talking Partners and collaborative group work   Visual timetables  Focused small group support on a “needs-led” basis  Opportunities for talk outside of lesson time i.e. clubs, lunchtimes etc  Peer and adult support  Special arrangements in place for assessments, if required  Seating plan and classroom environment takes account of learning needs | * Traffic light visuals alongside verbal instructions   Increased differentiation at both input and output   * Flexible adult support on a “needs-led” basis   Pre teaching of key vocabulary, particularly for the broader curriculum.  A “narrative approach” small group for some aspects of learning  Simplification of learning resources  Explicit teaching of particular social concepts, including the use of social stories  Access to Autism Champion (SC) for advice and guidance as appropriate  Additional ICT strategies  Supporting verbal instructions with individual visual aids  An individual visual timetable or/and use of Now/Next boards | 1:1 support from a teaching assistant at points throughout the day.  A communication plan written by the Speech and Language Therapy Service.  Twice weekly sessions with our trained Language and Communication Teaching Assistant (LH).  A SEN Support Plan which sets personal targets on a regular basis  Use of signs or symbol systems such as Makaton or the Picture Exchange System (PECS)  Other outside agencies, such as ASD support team, if required.  Access to a learning environment where social demand is less for part of the day  A high level of supervision (1:1 Teaching Assistant)  A highly structured and individualised learning programme |

**Cognition and Learning**

SEND Code of Practice (DfE, 2015)

6.30 – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) through to profound and multiple learning difficulties (PMLD), such as Down’s syndrome.

6.31 – Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| Appropriately differentiated curriculum taking into account individual learner’s needs  Groupings and seating arrangements that facilitate learning  Careful consideration of language used  Whole school environment takes account of learning needs i.e. illustrated signs  A multi-sensory approach is used across the curriculum  Range of ICT used on a regular basis – TTRS, Numbots  Pictorial, concrete and practical materials are available.  Tools to support and scaffold learning are available i.e. word mats  Range of resources in classrooms to support learning i.e. pencil grips, writing frames, word lists, talk tins, manipulatives for maths etc.  Movement breaks and/or fiddle toys to help improve focus and concentration  Multisensory teaching, including physical and visual explanations and instructions, where possible to cater for all learning styles | Increasingly differentiated curriculum, including activities and/or materials, input and output.  Extended opportunity to learn through play for some pupils.  Seating arrangements consider learner’s needs  Careful adult support to promote and facilitate independent learning.  Alternative recording methods.  Personal visual time table (Now/Next)  Visual task boards to help a child stay on track  Coloured paper/overlays and appropriate font size for pupils with visual stress (including on board)  Access to an individual white board or alternative recording strategy if copying is a difficulty  Dyslexia friendly books are available in the library  Movement/sensory breaks may be built into the day  Opportunities for pre-teaching, particularly new topic vocabulary  Opportunities for over-learning to support children with executive function needs  Support to develop key board skills for some pupils i.e. Nessy fingers  Individuals and/or small groups follow evidence based intervention programmes such as Nessy, Precision Teach, phonological awareness, Read Write Inc (intervention) or White Rose Maths.  Special arrangements in place for assessments, if required and if it is the child’s standard way of working | 1:1 support from a teaching assistant at points throughout the day, as required.  A SEN Support Plan which sets personal targets on a regular basis  Other outside agencies, such as Physical and Medical needs team, Educational Psychologist or Cognition and Learning Service, if required.  A structured and safe learning environment  A high level of supervision (1:1 teaching assistant)  A highly structured and individualised learning programme  Regular home-school communication  Explicit teaching of independent learning skills using learning tools such as ICT, visual timetable/prompts, alternative recording methods etc. |

**Social, emotional and mental health**

SEND Code of Practice (DfE, 2015)

6.32 – Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as anxiety or depression. Other children may have disorders such as ADD, ADHD or attachment disorder.

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| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| * Positive relationships with staff and peers; we follow a non-confrontational, trauma informed approach. All staff have accessed training on PACE, attachment and Emotion Coaching   Environmental adaptations to keep children safe, including a safe space when children are finding it difficult to regulate their emotions.  Effective and informed seating plans are being used.  Consistent behaviour management is used by all staff, especially reinforcement of positive behaviour.  Meaningful rewards and sanctions in use, including visual prompts.  Appropriate differentiation of the curriculum.  PSHE scheme provides opportunity for social and emotional development.  Weekly assemblies that focus on wellbeing  Emotion coaching approach used whole school.  A flexible approach to different behaviours i.e. understanding that an anxious child may not contribute whole-class  Daily P.E. lessons for physical activity and wellbeing.  Structured routines and use of visual timetable with pre-warning of change where possible  An adult to talk to when needed; I Wish My Teacher Knew available at all times | Access to programmes that support and develop social and emotional learning. We have a Trauma Informed School Mental Health practitioner in school fulltime.  An adapted curriculum or activities at points during the week to support need  Adaptations to the learning environment to reflect and support needs  Supportive arrangements for break/lunch times  Risk assessments completed for return to school after COVID-19 school closures  During remote learning – regular 1:1 video calls with staff  Close communication with parents/carers and pupils about upcoming trips so suitable arrangements to support the child can be made  Awareness of how an activity may trigger a response in some children i.e. tics can be triggered by stress/excitement  Social stories  1:1 or small group TIS work  Let’s Get Creative | Highly modified learning environment and timetable  A high level of adult support, including care and supervision.  Behaviour Support Plan to inform all adults on how best to support and co-regulate with the child  1:1 support with staff trained in supporting pupils with SEMH needs (TIS, Team Teach)  Access to identified key adult(s)  Support from outside agencies such as ASD support team or CAMHS and close communication with any external agencies supporting the child, so school can further support their work |

**Sensory and/or Physical needs**

SEND Code of Practice (DfE, 2015)

6.34 – Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and fluctuate over time. Many children with vision impairment or hearing impairment will require specialist support and/or equipment to access their learning.

6.35 – Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

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| --- | --- | --- |
| **Wave 1 (Universal)** | **Wave 2 (Targeted)** | **Wave 3 (Specialist)** |
| * Curriculum differentiation that takes account of individual pupil needs. i.e. a range of hands-on activities where possible   Modelling of how to use specific equipment i.e. P.E., science, music etc  Frequent and sensitive monitoring of a pupils’ understanding.  Repetition of contributions from others as required i.e. for hearing impaired pupils.  Use of clear and precise instruction with repetition and review built in naturally.  Follow any medical advice given for the pupil  Awareness and adaptation of the classroom environment i.e. sensory overload.  Grouping strategies promote independent and supported learning.  Access to appropriate equipment to support need i.e. pencil grips, adapted scissors, writing slope, wobble cushion, ear defenders etc.  Consideration of the position of the class teacher, board, desks etc. to support all needs i.e. visual or hearing impairment  Staff trained in paediatric first aid, including Epipen administration.  Movement breaks/fiddle toys to support need  Knowledge of children and adapting approach to meet need i.e. not picking a dyspraxic child first but allowing them to observe/process the task  Use of high-contrast resources for visual impairment needs, as required  Use of window blinds, screen brightness etc to regulate light for children who are sensitive | * Access to additional teaching in small groups or on an individual basis.   Additional and differentiated resources.  Specialist teachers of the deaf or visually impaired if required  Use of appropriate ICT i.e. headphones, assistive technology etc.  Access arrangements for assessments  Movement/sensory breaks built into the day to support need  Specialist equipment for sensory processing i.e. ear defenders, wobble cushions  Opportunity to learn keyboard skills i.e. Nessy fingers  Fine and gross motor skill interventions  Alternative arrangements for lunch/break times i.e. a quiet room, early sitting  Alternative recording methods i.e. ICT  Adapting homework if pupil does not have necessary specialist equipment at home.  Alternative inclusive PE activities for the whole class  Emergency evacuation plans/risk assessments  Staff trained in specialist medical care i.e. diabetes  Close communication with parents/carers and pupils about upcoming trips so suitable arrangements and Risk Assessments to support the child can be made  Awareness of how an activity may trigger a response in some children i.e. tics can be triggered by stress/excitement  Information shared with relevant staff to ensure consistent support school-wide | Specialist teachers of the deaf or visually impaired, if required  Building access arrangements/equipment i.e. ramps, accessible toilet etc.  Staff trained in moving and handling  Staff trained in specialist medical care i.e. diabetes  Access to a quiet area for specialist teaching  Access to specialised resources, such as braille, if required  High level of adult support to aid delivery of individualised learning.  British Sign Language training provided, if required  Specialist equipment recommended by OT i.e. chairs, cutlery  Occupational Therapy programme facilitated, with adult support where necessary  Involvement of community nursing service and an Individual Health Care Plan written and regularly reviewed. |

Once a pupil is accessing Wave 2 or Wave 3 provision, it may be appropriate to seek support from external agencies. The SENDCO will make a referral, in collaboration with the Parents/carers and the class teacher. Currently, 44% of our SEND pupils have involvement with one or more external agencies. Services we may access include:

* Speech and Language service
* Education Psychologist
* Cognition and Learning Service
* Physical and Medical Needs Team
* Community Nursing Team
* CAMHS
* ASD School Support Team
* Early Help Hub
* Occupational Therapy service

**Staff training and development**

To ensure that our staff are confident in supporting our SEND learners, we ensure that training is provided for their continual professional development. Training is identified by staff audits and pupil needs.

This year staff have received the following training:

* Emotion Coaching
* Emotional Literacy programme – Let's Get Creative
* Autism Champion certified
* Meeting sensory needs in the classroom
* Managing anxiety in autistic children
* Supporting autistic learners in the classroom
* Walk Thrus (Teaching and Learning training)
* PRICE training
* Gastrostomy training
* Physical and Manual Handling
* AAC device training

**Parental engagement**

At Roche School, we strongly believe in the importance of parental engagement for all pupils, but especially our SEND pupils. We aim for class teachers to meet formally with parents of children on an SEN Support Plan three times a year to review their child’s progress and gain their insight. We are flexible in how we manage this and now, whilst we hold some face-to-face meetings, we are also using telephone and Microsoft Teams to enable communication.

Parents are encouraged to contact the class teacher or SENDCO to discuss matters and many will be in contact much more than three times a year as communication tends to be proportional to a child’s need. In addition to the termly meetings, children who have an EHCP also have an annual review, co-ordinated by the SENCO which enables the team around the child to review their progress and plan their next outcomes.

Parental engagement is also a key factor in the early identification of an additional need, so we welcome any parent with a concern to contact the school to discuss this.