



Roche Community Primary School

SEND Information Report 2025- 2026

Name of SENDCO: Claire Powell

Dedicated time weekly: Three days

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Contact Phone Number: 01726 890323

Name of SEN Governor: Tina Leack

School Offer link:

https://www.roche.cornwall.sch.uk/web/special_educational_needs_and_disability/612609

Whole School Approach to Teaching and Learning:

Roche Primary School is a mainstream school and a member of Truro and Penwith Multi Academy Trust. At Roche, we believe that children have a right to a safe, happy, varied and challenging learning experience. Every individual child matters and all children have abilities and potential which must be realised.

Within this context, commitment, self-responsibility, honesty and respect are the key personal qualities which we value from all members of our school community and that we feel are essential to success in later life.

We also highly value nurturing the “whole child” and do this through the school’s Five Ways to Wellbeing and Relational Approach.

The approach to teaching children with SEND:

All teachers are responsible for the learning and progress of every child in their class, including those with SEND. Pupils follow an inclusive curriculum to enable all learners, including those with SEND, to enable them to effectively engage with all aspects of school life.

Our primary strategy for meeting the needs of all children is Quality First Teaching as we believe what is essential for some children, will be useful for all of them.

Children usually work in mixed ability groups, but sometimes, depending on their ability and the specific task, these may be differentiated to meet their need.

A variety of learning styles are used so the children have the opportunity to engage in different ways. These include practical hands-on activities, problem-solving activities, drama, school trips and ICT to name a few. Children have also been given the opportunity to develop independence through the use of individual tasks as well as paired and group work.



For some children, personalised and highly differentiated work has been provided, enabling independent learning. One-to-one support is in place for some pupils who need more intensive support. Each class has teaching assistants who support children within the class during lessons as well as assisting them with catch up work or interventions.

Teachers monitor and track all children in the class. Should a child not be making progress in line with their peers, this will be discussed with parents, the SENDCO and the Headteacher. From these discussions, a course of action regarding intervention will be addressed and implemented, following our system for Early Identification of Additional Need (please refer to the SEND strategy). This will be reviewed at least termly to ensure that the provision is meeting the needs of the individual, in line with the SEND Code of Practice (2015).

At Roche, we are committed to ensuring that any child in need of additional support has access to this. We offer a variety of intervention programmes. These programmes are identified by the needs of the children and are continually changing to reflect this.

Interventions include, but are not limited to:

- Speech and Language support
- Higher maths intervention for KS2
- Read, Write, Inc. Phonics
- White Rose Maths for identified pupils
- Fine motor and gross motor skill support for identified pupils
- Emotion Coaching support
- Precision Teaching
- Phonological Awareness
- Application of bespoke and generic IT support programmes, such as Times Table Rockstars, Numbots and Nussy Reading and Spelling
- Sensory support
- Social and Emotional interventions such as We Thinkers or Lego Therapy.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of individuals who require support to catch up; addressing their short term barriers to learning; monitoring and tracking their progress.
- Identification of children whose needs are additional and different and who require SEND Support through the flowchart found in our SEND strategy; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Referral to agencies for independent assessment of needs
- Consideration of application for Education, Health and Care Plan.



- All children identified as requiring SEND Support, or with an Education, Health and Care Plan are on our Record of Need and their provision is reviewed at least termly with parent/carers, pupil views and school.

Identifying Children with SEN:

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school has assessed each child's current levels of attainment on entry in Reception class (Base-Line Assessment) in order to ensure that we build on the patterns of learning and experience already established during the child's pre-school years. We also carry out a specific Communication and language assessment on all children. If the child already has been identified as having special educational need, this information has usually been transferred from other partners in their Early Years setting.

Every child's progress is continually assessed and work is planned accordingly. All assessments are entered onto our tracking system, which class teachers, SENDCO and Head teacher monitor carefully. Assessment informs teacher planning. Termly meetings between class teachers and the Headteacher discuss the data/progress of all children, including those with SEND.

Evaluating

Each term, the class teachers have met with the Head teacher (Jeremy Walden) to discuss targeted children within their class and the progress they have made. This ensures that children are receiving the support they require and that this support is making an impact on their progress.

The SENDCO (Claire Powell) has regular meetings with both the Headteacher and the teachers to monitor and assess the provision provided. The class teacher and SENDCO will use information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on actions to support the child within the class.
- Use the assessment processes to identify any barriers to a child's learning.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Inform external agencies so that further assessments by specialists can take place.

Parents are invited to contact the class teacher, SENDCO or the Headteacher at any time to discuss their child's progress. Contact can be made through school reception or via the school email at roche@tpacademytrust.org



We take a holistic approach of all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Parents' Evening	Class teacher/Parent/Pupil	Twice a year
Informal discussions	Class teacher/TA/SENDCO	Ongoing
Home-school communication book	Class teacher/TA/Parent/Pupil	Daily <i>A small number of identified children have a home-school book.</i>
Pupil Voice	Class teacher/SENDCO/Pupil	Ongoing
Parent Feedback	SENDCO	Once a year
Assess, plan, do, review meeting	All pupils on the Record of Need: SENDCO/Class teacher/Parent/Pupil	Once a term
Team Around the Child meeting (if external professionals are involved)	Pupil/Parent and all involved professionals	Termly <i>A small number of identified children.</i>
Annual review	Any pupil with an EHCP, parents, SENDCO and involved outside agencies	Annually

Consulting parents of SEND children:

We have enjoyed being able to continue an open door policy for any parent with regard to the needs of their child. Parents of children with SEND can request additional meetings and extended parent's evenings to discuss their child's progress.

Children with SEN will have 'Catch Me Cards' drawn up in partnership with parents and pupils every term. This will show short-term targets that teachers and support staff will be working on with your child. These are broken down into small, achievable steps; planned for, assessed, reviewed and discussed regularly by the teacher, the SENDCO and parents.

Parent Questionnaires for parents of SEND children have had overwhelmingly positive feedback, both within school questionnaires and those returned to Ofsted in July 2022.

Consulting young people with SEND and involving them in their education:

Wherever possible, the children have been involved in thinking about their areas of strengths and difficulties and these are reflected in their Catch Me Cards. This allows children to become intrinsically motivated and builds on their self-esteem. It builds their sense of resilience, as well as developing their responsibility and ownership of their learning.



The Assess, Plan, Do, Review Cycle:

The children on the Record of Need will be part of 'Assess, Plan, Do, Review' cycles. This will be instigated by the SENDCO, working in partnership with the child, their parents and the class teacher. Please see our SEND policy for more information.

This year, provision made for our children on the Record of Need has included:

- **Communication and Interaction**
 - Speech and Language intervention on a 1:1 basis, supported by an NHS speech and language therapist
 - Social stories
 - Use of visual systems and PECs
 - Use of Colourful Semantics in small groups or 1:1
 - Makaton
 - Support from the ASD team for identified pupils
 - Transition booklets
 - Lego Therapy
 - Trauma Informed School 1:1 sessions
 - AAC device for two pupils
- **Cognition and Learning**
 - Focused group interventions in all areas of Literacy and Numeracy
 - Targeted additional adult support
 - Precision Teaching
 - Phonological Awareness
 - Nessy Reading and Spelling programme
 - Nessy Typing programme
 - Executive Function support
 - ICT provision for home
 - External specific learning difficulty screening, where appropriate.
 - External Educational Psychologist involvement, where appropriate.
 - Support from the ASD team
 - Access arrangements for KS2 SATS i.e. readers, scribes.
 - Bespoke home learning packages, where appropriate.
 - Personalised timetables, where appropriate.
 - Working with partners such as Badger Forest School and Equine Therapy, for identified children
- **Social, Emotional and Mental Health**
 - External Educational Psychologist involvement, where appropriate.
 - Emotion Coaching techniques being used by all staff
 - Wellbeing Team
 - Whole-School Five Ways to Wellbeing



- Year 6 Play Leaders
 - One to one adult to talk to
 - Liaison with Family Support Workers and/or the Primary Mental Health Team, where appropriate.
 - Personalised Safety Plans, where appropriate
 - Personalised timetables, where appropriate.
 - Working with partners at CLEAR, Play Therapy, Badger Forest School and Equine Therapy, for identified children.
 - Training for all staff on implementing a Relational Approach for all children.
- Sensory and/or Physical Needs
 - External Occupational Therapy involvement, where appropriate.
 - Fine and Gross motor skill small group interventions
 - Sensory room available
 - Coloured overlays
 - ICT provision
 - Reasonable adjustments i.e. ear defenders, movement breaks
 - Wheelchair ramps
 - Personalised support for individuals, as required
 - Intimate Health Care Plans for individuals, as required
 - All classes have staff trained in supporting pupils with Diabetes
 - Fully equipped wet room, which was updated in 2023 to include a ceiling hoist.
 - Multi-Disciplinary Team meetings for identified pupils.

During the academic year 20224/2025, we had 51 children receiving SEND Support, 5 children with an Education, Health, Care plan (EHCP) and two children with pending ECHNAs. In 2025/ 2026, we currently have We monitor the quality of this provision through teaching and learning observations and termly review of targets as set out in their learning support plans/Catch Me Cards.

External agency involvement:

Should a pupil who is on the Record of Need require additional support, the school may enlist the services of an external agency. This will always be done in consultation with the parents/carers and the young person, where appropriate. Professional services that Roche School may access include:

- Educational Psychologist
- Speech and Language therapist
- Occupational therapist
- ASD support team
- CAMHS, including ADHD assessment
- Education Mental Health Practitioner



- Dyslexia/dyspraxia assessment
- Outreach support from specialist schools
- Early Help Hub, including school nursing and family support workers
- Other health services such as physiotherapist, dietitian and the community nursing team.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- 1:1 and small group intervention.
- Autism Champion
- Bereavement Champion
- Social and Emotional wellbeing support, including Trauma Informed Schools.
- Precision Teach.
- 1:1 Teaching Assistant for pupils with additional learning difficulties as indicated in their EHCP.

We monitor the quality and impact of this support through analysis of data outcomes, observations of children's learning and evidence in children's work.

Distribution of Funds for SEN:

School does not hold a separate budget for SEND but instead allocates spend from its staffing, resources and training budgets in response to identified need. This is allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training

We monitor the impact of training by SEN Governor visits, SIP visits and observations of the teaching and learning. In the academic year 2023/24 we have had staff training on:

- Emotion Coaching (all staff)
- Diabetes training (all teaching assistants)
- Precision Teach (all staff)
- Read, Write, Inc. refresher (all trained staff)
- Progression Tools training (C Powell)
- Augmentative and Alternative Communication training (L Carne, J Campbell, S Hill and P Baverstock)
- Gastrostomy training (L Carne, L Harrison, C Grigg, S Chambers, C Steatham)
- Hoist training (L Carne, L Harris, S Chambers)



- Neurodevelopmental Profile training (C Powell)

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the following ways:

- The SENDCO meets with peers from Truro and Penwith Academy Trust schools termly to share best practise and develop training.
- Transition meetings are held with the pre-school and secondary school SENDCOs to inform on SEN pupils joining and leaving the school.
- Home-school meetings for new children joining reception class
- Early transition visits/ enhanced visits to secondary school in Y6 for pupils with an EHCP or other identified need.
- All pupils have access to a Transition Book, which includes visuals of their next class to support their movement to the next year.
- Day for transition to next class, when the Y6 cohort have their day at Brannel school.
- Social stories for identified pupils as required during the year i.e. change of staff.
- Meetings between the SENDCO and staff at the other school for mid-year transitions.
- All class teachers have engaged in handover meetings with the incoming class teacher as well as the SENDCO to ensure information is shared to support pupils as they move classes.

What is the admission criteria for children with SEND?

Places will first be offered to children with a Statement of Special Educational Needs or Education Health and Care Plan which names the school. These children will be included in the overall admission number of the school. All other children follow the standard admissions procedure.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Action Plan.

Our complaints procedure:



Anyone wishing to make a complaint with regard to SEND support and provision should contact the school Headteacher or SENDCO via the school office and then if necessary refer to the school's complaint policy, which can be found on our school website

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Jeremy Walden, Headteacher.

The Designated teacher for Children in Care in our school is Jeremy Walden, Headteacher.

Cornwall Council's Local Offer can be found at <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>

Our Accessibility Plan can be found at <https://www.roche.cornwall.sch.uk/web/policies/612577>

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website

https://www.roche.cornwall.sch.uk/web/special_educational_needs_and_disability/612609

Details about our curriculum, including how it is made accessible to children/young people with SEND, can be viewed here: https://www.roche.cornwall.sch.uk/web/our_curriculum/612428

Our SEND Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010, the SEND Code of Practice 2015 and the Children and Families Act 2014.

Date of report: September 2025