



SEND Information Report

Roding Primary School

Date for next Review: Autumn term 2026

Dear Parents and Carers,

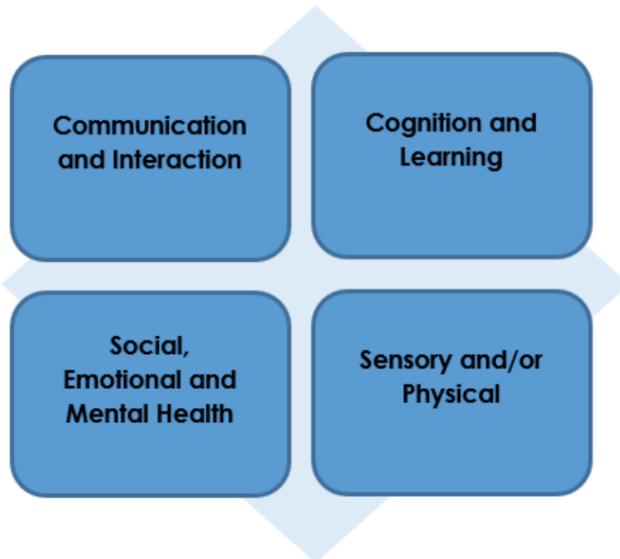
At Roding Primary School we are committed to removing barriers and enabling all our pupils to be 'free to achieve' regardless of their starting points. The aim of this information report is to explain how we implement our Special Educational Needs and Disabilities (SEND) policy and what this looks like in terms of support for our children.

You can find our SEND Policy on our website by clicking on the link below:
<https://www.rodinprimary.co.uk/page/?title=Policies&pid=68>

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of this report.

What types of SEND does Roding Primary School provide for?

Roding supports pupils with a range of Special Educational need; these will fall under one of the four broad categories of needs as defined in the SEND Code of Practice DfE 2015:



Which staff will support my child?

At Roding Primary School, we believe that every adult is a teacher of SEND and therefore all classroom staff, teachers and TAs, support children with additional needs.

In addition, we work closely with the Welfare Officer, Emilia Bunduc, to ensure a child's medical needs are understood and appropriately supported.

Our Special Educational Needs and Disabilities co-ordinator, or SENDCo

Our SENDCo is Nina Maskell.

Mrs Maskell has been teaching for thirty years and is an experienced, qualified and nationally accredited SENDCO. She is a part of the extended school Leadership Team.

Our SENDCo can be contacted via the school office or directly via email to inclusion@rodingprimaryschool.co.uk

Teaching Assistants (TAs)

Roding has a team of SEND TAs with a wide range of experience and backgrounds. Our TAs are organised into teams that reflect the structure of the school, each team is managed by a Lead TA who is overseen by the Senior TA. All TAs are encouraged to focus and develop their skills in an area of expertise. These areas of expertise reflect the needs of the children in the school.

Currently staff are trained and delivering a range of approaches and/or interventions including the following:

Deaf club and promoting deaf-identify	Nurture Provision including meet and greet, drop in support and a lunch time club	Emotional Literacy Support eg Feelings Artbook	Supporting fine and gross motor skills
Drawing and Talking	Maths interventions	Zones of Regulation	Lego Therapy
Positive Handling	Sensory circuits and sensory timetables	Nessy	Language for Thinking

External agencies and experts

The Local Authority's Resourced Provision for deaf children is an integral part of Roding Primary school. Our Deaf Provision offers a total communication approach within an inclusive setting led by Teachers of the Deaf. Within the Deaf Provision the deaf children's individual needs lie at the heart of our planning, teaching and assessment approach.

At Roding all of the specialised services below are accessed through a referral process that requires parental consent and the meeting of thresholds. Waiting times to access some of the services may be long.

- Educational Psychologist
- Early Years Advisory Service
- Special Education Needs and Disabilities Advisory and Training Service (SENDATS)
 - Global Learning Difficulties and Speech and Language and Communication Team Support
 - Physical, Complex and Specific Learning Difficulties Team Support
 - Sensory Team Support including Hearing and Visually Impaired
 - Social, Emotional Mental Health Team ASD and Social Communication Team Support
- Speech and Language Therapy Service
- School Nurse

- Physiotherapy service
- Occupational therapists
- Emotional Well-being and Mental Health Service (EWMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEND?

We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

In the first instance	Next step	Outcome
<p>If you think your child might have SEND, the first person you should tell is your child's teacher. Arrange to meet with the teacher to discuss your concern.</p> <p>The teacher will share your concerns with the SENDCo and take advice regarding possible next steps.</p> <p>The teacher may monitor your child's progress and feedback at the end of an agreed period.</p> <p>Or</p> <p>The teacher may feel the concern requires a referral to the SENDCo.</p> <p>You can also contact the SENDCo directly.</p> <p>You may also wish to share developmental concerns about your child with your GP.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p> <p>We will make onward referrals to identified services for assessments and support only where parental/carer consent has been provided.</p>	<p>If we decide that your child needs SEND support, you will be informed of this and your child will be added to the school's SEND Register.</p> <p>We will make reasonable adjustments and adapt our teaching so as to remove barriers and support your child to access learning.</p> <p>Your child will be set targets that will be discussed with you and reviewed termly.</p>

How will the school know if my child needs SEND support

If the teacher notices that a pupil is falling behind or identifies an area they struggle with, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support through adaptations, interventions and differentiation to try to close it. Pupils who don't have SEND usually make progress once the gap in their learning has been closed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND and what is being done to support them.

The SENDCo will meet with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEND support. This If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with the class teacher to create a SEND support plan for them. Parents/carers will be informed and will need to agree to this.

How will the school measure my child's progress?

All pupils are provided with high quality teaching that is adapted and differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

Monitoring of teaching and learning by the Core and Extended Leadership Team, the SENDCo and external agencies.

Ongoing assessment of progress made by pupils with SEND.

Work sampling to ensure effective matching of work to pupil need.

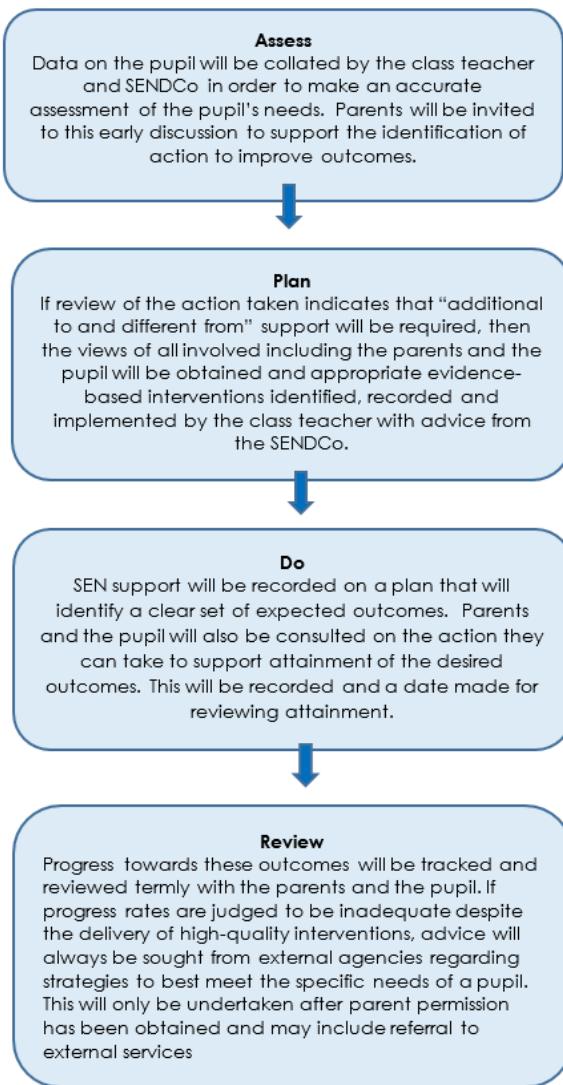
Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.

Teaching assistant meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.

Pupil and parent feedback on the quality and effectiveness of interventions provided

Attendance and behaviour records.

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4 part cycle of **assess, plan, do, review**.



How will I be involved in decisions made about my child's education?

You will be invited to a termly progress review to discuss your child's progress. Where you will meet with the class teacher and where appropriate the SENDCo to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

After any discussion we will make a record of any outcomes, actions and support that have been agreed. Support plans are emailed directly to you.

If you have concerns that arise between these meetings, please do contact your child's class teacher or the SENDCo via the school contact details or inclusion@rodingprimary.co.uk.

How will my child be involved in decisions made about their education?

Our School uses a Learning Plan and a pupil passport for a pupil identified as SEND. These are completed jointly by parents, staff and pupils to identify the pupils' abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning

and social success. Each term information is reviewed, and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

If a child's needs mean they are working significantly below their age expected level of learning i.e. they are working within the Engagement Model or Pre Key Stage Standards then they may be supported using a highly personalised curriculum referred to as the Engagement Curriculum. The Engagement Curriculum is a curriculum that focuses on the child's areas of development whilst paralleling their classroom experience with their peers.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

<p>The school is fully accessible and wheelchair friendly. Ramps are situated around the site to ensure the site is accessible to all. A disabled parking bay for staff or visitors is marked and located next to the school reception</p>	<p>A stair lift has been installed in the main building lower corridor and enables access to classes on our lower floor. All steps are edged with yellow to ensure they are easier for those with visual impairment to negotiate</p> <p>A chair lift has been installed so the top floor of the school is now accessible for all</p>
<p>Disabled toilet, shower and adaptations with changing facilities</p>	<p>An accessible medical room has been provided to ensure a safe place for children who are tube fed or who have a stoma bag.</p>

We will carry out thorough Risk Assessments to identify potential risks or hazards ahead of all activities. No pupil is ever excluded from taking part in school activities because of their SEND or disability and we will endeavour to make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children and young people with SEND have different needs, and the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- i) it would be unsuitable for the age, ability, aptitude or SEND of the child or young person
- ii) the attendance of the child or young person there would be incompatible with the efficient education of other children
- iii) the attendance of the child or young person there would be incompatible with the efficient use of resources

Before making the decision to name our school in a child's EHCP, the local authority will send the school leadership a copy of the EHCP and they will consider their comments carefully before a final decision on placement is made. Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support my child's mental health and emotional and social development and well-being?

An evaluated Personal, Social, Health and Economic (PSHE)	PSHE topics for each year	Pupil and parent views are sought
Curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well being	Resources for parents are shared so that they can support their child at home.	Through a variety of means that include questionnaires and person centred review meetings
Small group evidence led interventions to support pupil's well-being are delivered by our Nurture Team, ELSAs and other trained staff to targeted pupils and groups	Pupils who find outside class times difficult can be provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.	The school has previously gained the Healthy School status which highlights the work undertaken within the school to support pupils' well-being and mental health.

The school follows the nurture ethos and offers alternative learning environments for children.	The Boxall profile is used to assess and target select pupil's overall well-being and support social and emotional development.	In 2021 we began our partnership with MHST (Mental Health Support Team), providing opportunities to work with parents on how best to support their child's mental health.
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How are my child's medical needs supported?

Pupils with medical needs will be provided with a detailed Individual Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. In some cases this will be an integral part of a statutory Educational Health Care Plan.

Staff who volunteer to administer and supervise medications will complete training overseen by a relevant health care professional such as a school nurse. This training will be recorded in the Care Plan. All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

What support will be available for my child as they transition between classes or settings?

A number of strategies are in place to enable effective transition for pupils.

These include:

Joining Nursery or Reception

To help pupils with SEND joining specifically into Early Years Foundation Stage (EYFS) we:

- Deliver a planned introduction programme in the summer term to support transfer for pupils starting school in September.
- Invite parent/carers to a meeting at the school and parents are provided with information to support them in enabling their child to settle into the school routine.
- Arrange a meeting between the SENDCo and all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Request records immediately if pupils are transferring from another setting, and a meeting is set up with parents to identify and reduce any concerns.
- Create a transition book that is sent home so the transition into the new school can be discussed with the child ahead of them joining.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Give the child chance to become familiar with the new class setting and staff

- Staff are given the opportunity to read through and understand EHCPs, Learning Plans and associated paperwork to fully understand the child's needs.
- Create a transition book that is sent home so the transition can be discussed with the child ahead of the new class

Transition to a new school and transition to secondary

When your child is moving on from Roding, we will ask you and your child what information you want us to share with the new setting.

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Some pupils with SEND who transfer to secondary school participate in a transition intervention in the last half term of the academic year and may attend an additional transition visit to their new setting.
- Secondary SENDCos are invited to attend annual review meetings of Year 6 pupils with EHC plans

What support is in place for looked-after and previously looked-after children with SEND?

Ms Nwankiti (Head teacher) will work with SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to SENDCO in the first instance. They may then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. Please see the school Complaints Policy on the school website

<https://rodingprimary.co.uk/redbridge/primary/roding/site/pages/keyinformation/policies>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Parents of pupils with disabilities have the right to make disability claims to the first tier SEND Tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services, making reasonable adjustments including the provision of auxiliary aids and services.

To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. External support services for parents of pupils with SEND include:



Redbridge Information, Advice & Support Service
for Special Educational Needs & Disability

RIASS (Redbridge Information, Advice and Support Service) offer free and impartial advice and support to children and young people with special educational needs and

disabilities (SEND) and their parents or carers in Redbridge.



Gov.uk - Responsible for handling appeals against local authority decisions regarding special educational needs

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, which explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages