



**Rowley Park**  
Primary Academy

## SEND Information Report and Policy

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## Vision and Values

At Rowley Park Primary Academy, our vision is to foster an inclusive and nurturing culture where every child is valued, respected, and supported. We believe that every pupil, regardless of their individual needs or abilities, has the right to thrive and reach their full potential. Our commitment to this vision is embedded in every aspect of school life – our curriculum, teaching practices and the wider school community.

For our pupils with Special Educational Needs and Disabilities (SEND), we are dedicated to ensuring these children are provided with the tools, strategies, and opportunities to develop essential life skills, independence, and confidence. We aim to equip all SEND pupils with the skills they need to succeed, both academically and individually, by the time they leave our school.

At Rowley Park Primary Academy, we strive to create an environment where all pupils feel supported, motivated and empowered to achieve their aspirations. Inclusion is an integral part of everything we do. Every child is given the opportunity to thrive, and we celebrate the diversity and strengths each pupil brings to our school community.

Our core values underpin this vision:

- **Integrity:** We act with strong moral principles, being honest and transparent in our work with pupils, parents, and the wider community.
- **Unity:** We work together as a cohesive community, ensuring that everyone feels a sense of belonging and is valued for their unique contributions.
- **Excellence:** We strive for the highest standards in all that we do, from the quality of our teaching to the support we provide for our pupils.
- **Curiosity:** We foster a love of learning and encourage our pupils to ask questions, explore new ideas, and develop a thirst for knowledge.
- **Courage:** We empower our pupils to be brave, to take risks in their learning, and to develop the resilience throughout their time at Rowley Park Academy.

## What does Special Educational Needs and/or Disabilities mean?

### Definition of Special Educational Needs

At Rowley Park Primary Academy, we use the definition for SEN and for disability from the SEND Code of Practice (2015):

#### **Special Education Needs:**

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other of the same age.
- Special Educational provision means educational or training provision that is additional to, or different from, that made generally for other of the same age in a mainstream setting in England.

#### **Disability:**

Many children and young people who have SEN may have a disability under the Equality Act 2010, that is: **‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’** This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The person in school who has responsibility for Special Educational Needs and Disabilities is the Special Educational Needs and Disabilities Coordinator (SENDCo): Jessica Newington

Email: [sendco@rowleyparkacademy.org.uk](mailto:sendco@rowleyparkacademy.org.uk)

Phone: 01785 334144

## Aims and Objectives

At Rowley Park Primary Academy we believe that positive attitudes and a culture of inclusion across the whole school and curriculum is essential to meeting the needs of vulnerable learners, pupils with SEND and children who have medical needs.

1. All members of the school community have high expectations for pupils with SEND and supporting them to fulfil their aspirations.
2. To make reasonable adjustments for children with SEND so pupils can access the curriculum, all aspects of school life and participate in activities alongside pupils who do not have SEND.
3. To ensure that high-quality teaching is the foundation of provision and that all teachers are responsible and accountable for the progress and development of every pupil in their class.
4. Class teachers, SENCO and support staff provide specific and individualised provision that is matched to need, in addition to regular classroom differentiation, for pupils who are recorded as having a SEND need.
5. To provide ongoing, accurate and regular assessment of learners with SEND ensuring that progress is made, needs are met as they arise and support is provided as early as possible.
6. To collaborate with outside agencies and the Local Authority to ensure a multi-professional approach is used when meeting the needs of vulnerable learners and pupils with SEND.
7. To ensure a high level of staff expertise to meet pupil need, through targeted, ongoing and responsive continued professional development.
8. To request, monitor and respond to parent/carers' and pupils' views in order to ensure effective communication and partnerships.
9. To ensure that the emotional well-being of pupils with SEND is supported, through nurturing practices, pastoral care, and access to relevant programmes.
10. To ensure that pupils with SEND are well equipped with skills that support them with the transition to secondary school, increasing independence and maths and literacy skills.
11. To support pupils with medical conditions to achieve full inclusion in all school activities by consulting with health and social care professionals to meet the medical needs of all pupils.
12. To provide a graduated approach to support (assess, plan, do, review) that is clear, structured and shared with parents, carers and pupils.
13. To identify pupils' SEND at the earliest possible point so that timely intervention can be put in place and progress closely monitored.

## The Four Areas of Need:

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that overlap across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	Definition
Communication and Interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social rules of communication. Autistic people often have needs that fall into this category.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more aspects of learning, such as: dyslexia, dyscalculia and dyspraxia.</li> <li>• Moderate learning difficulties – a pupil learns at a slower rate than their peers, even when appropriate support is in place.</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe or complex learning difficulties as well as a physical disability or sensory impairment.</li> </ul>
Social, Emotional and Mental Health	<p>This area of need may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties, such as anxiety, depression or an eating disorder.</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</li> <li>• Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example:</p> <ul style="list-style-type: none"> <li>• Low confidence and self-esteem.</li> <li>• A pupil becoming withdrawn or isolated.</li> <li>• Challenging, disturbing or distressed behaviours.</li> </ul>
Physical and/or Sensory	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment (vision or hearing impairment).</li> <li>• A physical impairment.</li> </ul> <p>These pupils may need additional, ongoing support and equipment to access all the opportunities available to their peers.</p>

## **Universal, Targeted and Specialist Support**

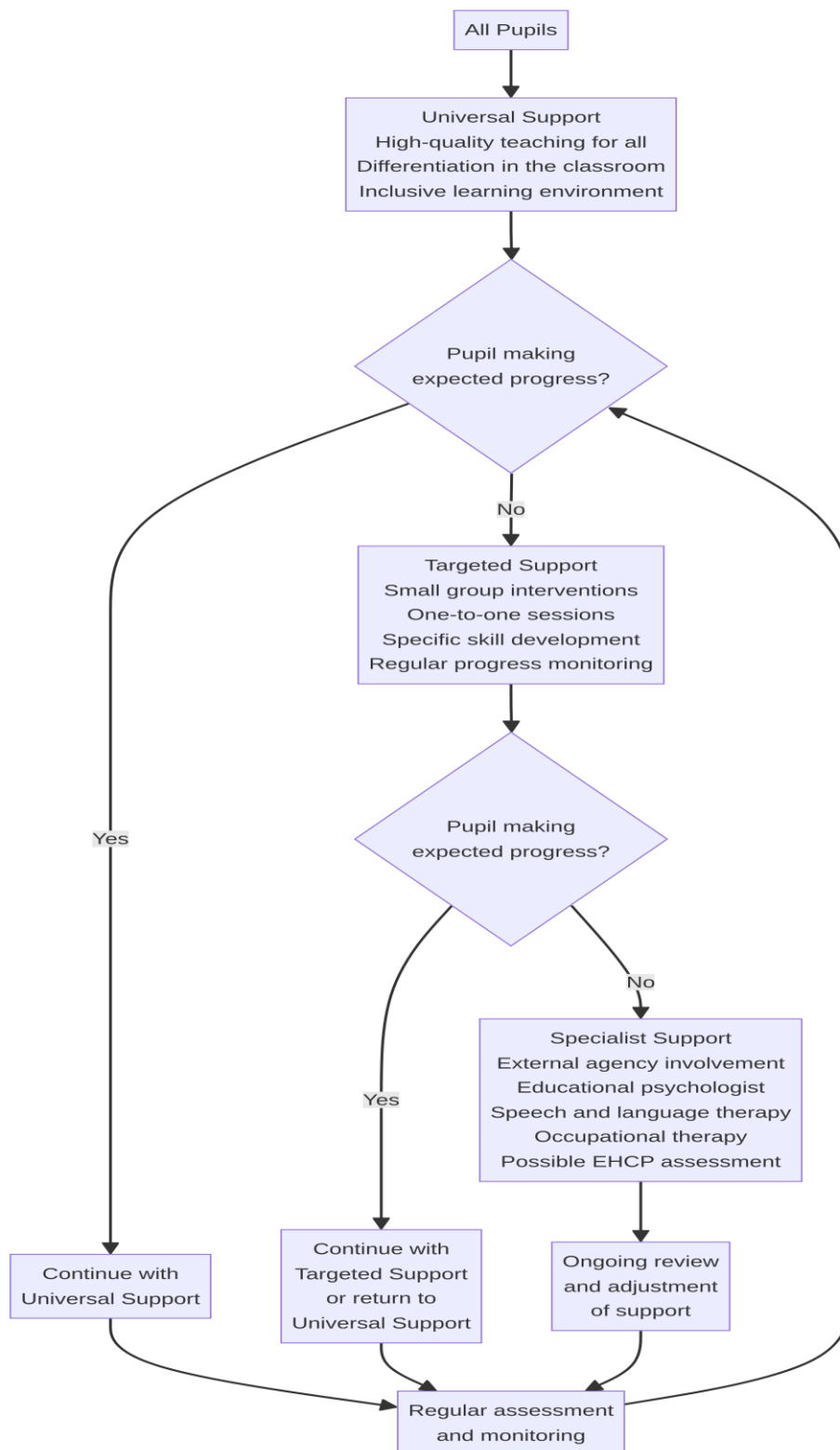
At Rowley Park Primary Academy, we use a graduated approach to support pupils with SEND. This tiered model ensures that every child receives the appropriate level of support to meet their individual needs. Our support structure is divided into three levels: universal, targeted, and specialist.

**Universal Support:** This is the high-quality teaching that all pupils receive. Teachers adapt their teaching to meet the diverse needs of all learners in their classroom. This includes differentiating the curriculum, using a range of teaching styles, and providing a supportive learning environment. For most pupils, this is all that is needed to make good progress.

**Targeted Support:** For pupils who require additional support, we provide targeted interventions. These are small group or one-to-one sessions that focus on specific areas of need, such as literacy, numeracy, or social skills. These interventions are time-limited and their impact is regularly reviewed.

**Specialist Support:** A small number of pupils with more complex needs may require specialist support from external agencies. This can include support from educational psychologists, speech and language therapists, or occupational therapists. We work closely with these professionals to ensure that our pupils receive the specialist help they need to make progress.

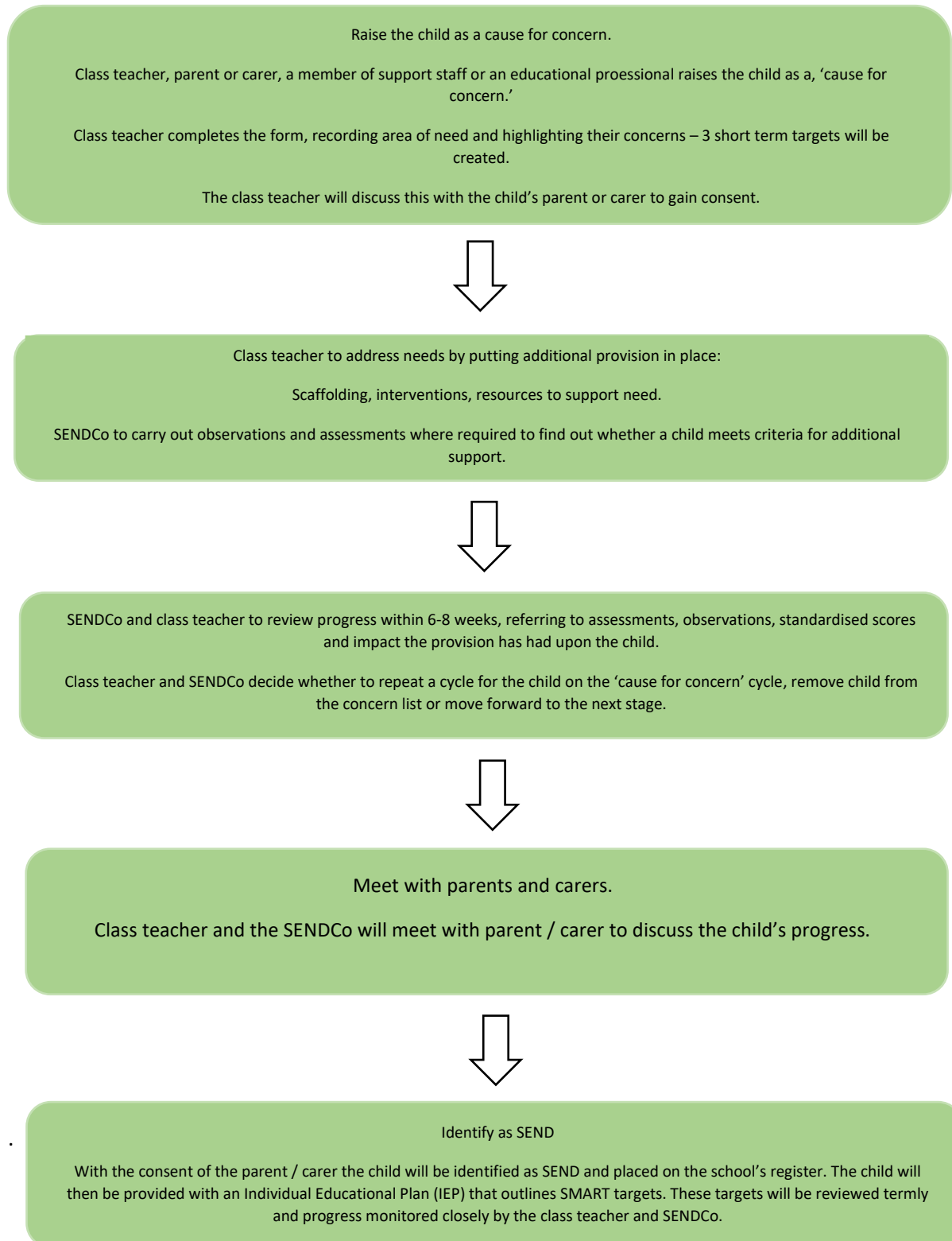
The following flowchart illustrates our graduated approach to SEND support:



This graduated approach ensures that support is matched to need, with regular assessment and review at each stage. Pupils can move between levels of support as their needs change, and parents are kept informed and involved throughout the process

## How do we identify and assess children with SEND?

Early identification of children with SEND is essential to ensuring children receive the right level of support. Children can be identified through concerns raised by a parent or carer, a member of teaching staff and outside agencies. If a concern is raised, the following process will be followed:



Rowley Park Primary Academy is committed to early identification of special educational needs and disabilities and adopts a graduated response to meeting those needs in line with the code of practice 2014. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Academy Council, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility, involving a continuous cycle of planning, teaching and assessing which takes into account the wide range of attainment, requirements and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment, or attainment in specific subjects, fall significantly outside the expected range may have special educational needs. If the child meets the criteria for additional support, then appropriate support, advice, strategies and/or interventions are identified to close the gap between the child's current attainment and expected attainment. The pupil will then be recorded as having additional SEN support and will receive additional targeted support within the classroom environment. Specialist intervention programmes may also be put into place under the direction of the SENCO. Additional support may be implemented before a child is identified as having special educational needs.

If a child is not accessing the national curriculum yet, they may be working on objectives from the Sandwell Skills Ladders for reading, writing and maths. A very small number of children may be assessed and demonstrate progress through the engagement model, which looks at 5 areas of engagement in learning and is for children who are either in the very early stages of, or not yet ready for subject specific learning.

### **What if my child is still not making progress?**

If a child is still not making expected progress with intervention, then permission may be sought from parents to consult with outside agencies, such as speech and language therapists or educational psychologists. Pupils and parents/carers will be kept informed and involved. An appropriate agency may be involved, and further assessments and observations completed. Outside agencies may recommend strategies or interventions to support the child in school further. Some pupils may require long term additional support beyond that which the school is unable to provide through their usual funding. In order to facilitate this, a request for an Education and Health Care Plan assessment may be needed. Supporting evidence is made available to the Local Authority who considers the request.

### **Education and Health Care Plans (EHCPs)**

A local authority must assess Education, Health and Care Needs and prepare an Education, Health and Care (EHC) Plan when it considers that a child or young person may need more support than is available through special educational needs support. Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory Education, Health and Care assessment is necessary, decide, and communicate its decision to the child's parent or young person. The whole assessment and planning process must take no more than 20 weeks. When making an Education, Health and Care assessment local authorities must consult the child and his or her parent, or the young person, and consider their

views, wishes and feelings and any information provided by them or at their request. Local authorities must also gather advice from relevant professionals. Following assessment, if the local authority decides that a statutory EHC Plan is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks of the initial request or of the child or young person having otherwise been brought to the local authority's attention. The local authority must send the draft EHC Plan (including the appendices containing the advice and information gathered during the assessment) to the child's parents or the young person and give them at least 15 days to give views and make representations on the content.

### **What is an annual review?**

An Annual Review is a statutory requirement for all pupils with an Education and Health Care Plan (EHCP). Pupils with an EHCP have progress and support reviewed annually. The review will involve and include parents, carers, the child, and other professionals who have worked with the child. All will be invited to submit a written report available for discussion at the annual review, thus enabling future needs and support to be evaluated. This information will be submitted to Staffordshire's EHC Hub and any amendments that are required will be made.

### **What if staff require extra training and or funding to support my child?**

It is the responsibility of the head teacher and the SENCO to ensure that staff have up-to date training in specialist areas of need if necessary.

Currently we have staff in school who are trained in the following areas:

- Crisis Prevention Intervention.
- Social, Emotional and Mental Health Strategies.
- HOPE – supporting childrens' mental health and wellbeing.
- Physiotherapy and occupational therapy programmes.
- Speech and Language therapy programmes, including WELLCOMM.
- Emotion Coaching.
- ADHD (upcoming).
- Autism Level 1 training.
- Total Communication.
- Training provided by the Autism Inclusion Team to share specific strategies.
- Targeted intervention training.
- First aid training.
- Lego therapy.

In the case that further training may be needed, the head teacher and SENDCo endeavour to provide this. This may be in the form of in-house training, for example by the SENDCo, training run by the Local Authority e.g. behaviour support or may be through an independent provider. We will work with family, external professionals and the children to ensure that the best possible care and provision are in place for the child. If you have any questions about how we would support your child, please do not hesitate to contact us.

Funding for additional support can come from a number of areas:

- In the case of low level needs it may be met through the school's notional budget
- For children who have a higher level of need it may be through additional funding incorporated into an EHC plan
- For children who require specialist high-cost equipment, this may be through the highcost funding budget.
- In addition, access arrangements may be made for children with SEND, including transport (where applicable), access to the building and modified toileting facilities.

### **How do we consult and involve parents of children with SEND?**

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs and/or disabilities will be treated as partners and supported to play an active and valued role in their children's education. We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Ensure shared knowledge and support via review meetings and parent evenings.
- Consider parents' knowledge, views and attitudes.
- Consult with and involve parents at all stages of their child's provision.
- Provide parents with information on school policy, support and services.
- Ensure communication is clear and effective
- Enlist the help of parents with home activities designed to reinforce work in school.

Parents and carers will be given the opportunity to meet with school staff at least once a term to discuss their child's provision, needs and wellbeing. They will have the opportunity to express their views and opinions and school will keep them informed of intervention and progress. However, we recognise that difficulties may arise in a minority of cases and respect the right of parents and carers to seek independent advice and support. This is available within Staffordshire through the SEND Information and Advice Service and regionally through the mediation service. If a parent has a complaint about the SEN provision for their child, we encourage them first to talk to the teacher, SENDCo or Head Teacher. If following this, the complaint is not resolved, please see the school's complaints procedure. We also encourage parents to contact the free and impartial service for parents of children with SEN.

Staffordshire send information, advice and support service (SEND IASS)

The Staffordshire Send Information, Advice and Support Services offers a free, confidential and impartial service for all parents and carers of children with special educational needs in Staffordshire to help them navigate a way through the new SEND legislation.

You can find more information through their website: <https://www.staffs-iass.org/home.aspx>

## **How will we consult and involve young people in their education?**

Pupil's views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Children and young people with special educational needs often have a unique knowledge of their own needs and their views will be ascertained. They will be encouraged to participate in all the decision-making processes, where possible. Pupils are given opportunities to:

- Self-assess.
- Take part in student council and pupil voices.
- Attend review meetings (where appropriate).
- Suggest possible targets to achieve.
- Suggest how school can better provide for their needs.
- Be part of class discussions.

Pupils who are less able to verbalise their views will be supported through observation and the use of communication systems such as visuals and sign.

## **What is the role of the Academy Council?**

The role of a SEND Academy Councillor includes:

- Helping to raise awareness of SEND issues at Academy Council meetings.
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- Giving up-to-date information to the Academy Council on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND.
- Assuring the Academy Council that the school website publishes the school's SEND information report.
- Have a clear working knowledge of the SEND code of practice.
- Be aware of their school's systems for SEND provision.
- Build a good working relationship with the school's special educational needs coordinator (SENDCo)

The SEND Academy Councillor at Rowley Park Primary Academy is: Anna McNaulty.

## **What outside agencies do the school liaise with?**

At Rowley Park Primary Academy, we liaise with the following outside agencies:

- Autism Inclusion Team (AIT)
- Speech and Language Therapy (SALT) Service
- Staffordshire SEND and Inclusion HUB
- Staffordshire Educational Psychologist Service
- Behaviour Support
- Occupational Therapy
- Physiotherapy
- Specialist teacher of the deaf

- Early Years SENCO
- Mental Health Support for Schools (awaiting confirmation of this)
- Early Help Team
- SEND Family Support HUB
- School Nurse
- CAMHS (Child and adolescent mental health service)

If your child requires support from an outside agency you will be consulted before hand. Some of these agencies require parents to refer. If we feel this may be necessary, we will ask you to contact the agency, but can support you in doing so. The SENCO maintains a professional dialogue with all external agencies involved with a child or will initiate a professional dialogue if external support is required. External agencies attend school to review children with SEND in order to ensure the correct and appropriate provision is in place. DBS checks are sought by the school before external agencies have access to any children.

### **What support services can I access?**

#### **Autism Inclusion Team**

Staffordshire Place, 1 Tipping Street, Stafford, Staffordshire, ST16 2LP

Phone: 01785 356830

Email: [sss.service@staffordshire.gov.uk](mailto:sss.service@staffordshire.gov.uk)

#### **Disability Solutions West Midlands (Staffordshire)**

Disability Solutions West Midlands aims to enable people who are affected by disability to fully participate and integrate into all aspects of modern society through the provision of accessible, quality assured client led services that meet the needs of people with a disability or long term, life-limiting health conditions.

Telephone: 01782 638300

Email: [advice@disability-solutions.net](mailto:advice@disability-solutions.net)

Website: <https://disabilitysolutions.org.uk/>

#### **SEND Parent /Carer Forum**

The Staffordshire Parent Carer Forum (StaffsPCF) is a volunteer-run organisation of parents and carers of children with SEND. Their main goal is to enhance provision and outcomes for SEND children in Staffordshire by ensuring that parents' voices are heard by service providers and commissioners. They offer a platform for parents to connect, share experiences, and access resources, and they collaborate with local authorities, schools, and the NHS to improve SEND services. They host events like the, 'Together we Thrive' to provide information and support from SEND specialists.

Contact: [info@staffspcf.co.uk](mailto:info@staffspcf.co.uk)

## **Staffordshire SEND Information and Advice Support Services (SENDIASS)**

SENDIASS Staffordshire Family Partnership, C/o Staffordshire County Council, Staffordshire Place 2, Stafford, ST16 2DH

Email: [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

Phone: 01785 356921

## **Staffordshire Disability and Special Needs Resource – Ablesize**

Ablesize is a non-profit disability and special needs directory offering the largest collection of local and national hand-picked resources offering disability support, sports, education and the arts through to care resources, disability information and much more. Local support groups within Staffordshire are available to join.

Email: [admin@ablesize.com](mailto:admin@ablesize.com)

Website: <https://www.ableize.com/>

## **How does the school support transition?**

Transition from school to another primary setting:

- Where possible the school will hold a consultation/transition meeting, where information about the child is exchanged.
- Involvement of any outside agencies involved (where necessary).
- Keep Stafford LA informed as to any movement of children with SEND into or out of the school.
- Where appropriate, we will also provide a transition book for children to take home, containing pictures and information about their new school.

Transition from school to secondary settings:

- School will liaise with secondary school SEND leaders and mentors through meetings to discuss provision required.
- Transference of all SEND records promptly.
- Follow carefully designed transition programme (with input from outside agencies) for specific pupils.
- Organise additional visits for the child to the new setting to ensure a smooth transition (if needed)

Transition to new classes:

- Every child will have visits to their new class teacher in their new classroom at the end of every academic year to enable children to become familiar with their new teacher, support staff and physical environment.
- Some children will require more planning time to ensure transition is smooth.
- Previous teachers within school also share information with new class teachers before the new academic year.

- SENDCo meets with all class teachers at the beginning of the year to discuss any SEND pupils and provision required.
- Some children may require additional planning time to ensure transition is smooth.

### **What is the Local Offer?**

The government requires local authorities to set out a local offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies. If you would like to view Staffordshire's local offer please click the link below:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>