

## Rose Green Infant School SEND Information Report March 2026



Rose Green Infant School is a mainstream setting and our vision is:

*'As a community school, we share the responsibility of developing our pupils to be happy, successful learners, confident individuals and responsible citizens who are preparing to meet the challenges of an ever changing world. Our school encourages children to look beyond their horizons and become independent, motivated, responsible, resilient and creative learners. We achieve this aim by working together to deliver a high quality, exciting and memorable curriculum which engages both children and their families, and celebrates equality and diversity.'*

To gather 'the views and wishes of the pupil' (SEND Code of Practice), formal and informal Pupil Voice meetings between the SENDCo and each individual child on the SEN register are held. This is to supplement pupil and parent/carer views collated through Individual Learning Plans (ILPs), informal meetings, Parent/Carer Consultations etc. Our SEND vision is at the centre of how we aim to support all children:



'Together, we can Reach for the Sky'.

This report should be read in conjunction with our SEND policy and our [Single Equalities Policy](#).

Head teacher – Mrs Sally Dreckmann

Special Educational Needs and Disability Coordinator (SENDCo) – Mrs Louise Hardy

The Special Educational Needs and Disability (SEND) 0-25 Code of Practice, 2015, states that ‘all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best,
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training’ (p92)

### 1. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs and/or disabilities?

We share information about the additional needs of individual children at transition meetings before they enter Reception. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child’s class teacher. This may then lead to a meeting with the class teacher and the special needs co-ordinator (SENDCo) to discuss next steps. The identification of special educational needs and disabilities (SEND) may arise as part of our usual practice of teachers meeting with senior leaders, including the SENDCo, to monitor and discuss the development and progress of all pupils.

### 2. How will school staff support my child?

The classroom teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCo where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist agencies, then the SENDCo will talk to you about this and seek your permission to proceed. The SENDCo then becomes the lead person for working with outside agencies and keeping you, and everybody in the team around your child, informed of key events and information.

Termly progress meetings are held with the Headteacher, Assessment lead, SENDCo and each year group. The progress of all children is discussed and any areas that require further support can then be planned for accordingly.

### 3. How will the curriculum be matched to my child’s needs?

High quality classroom teaching and adapted plans and resources for individual pupils are the first steps in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways such as using a computer or a camera. This type of teaching is known as adaptation and will enable your child to access a broad, balanced and relevant curriculum. All teaching staff have access to the ‘Ordinarily Available Inclusive Practice’ (OAIP) document. This guidance enables staff to adapt teaching and learning opportunities to meet individual children’s needs before seeking additional support and advice from external agencies.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, called intervention groups, may be run:

- in the classroom or outside;
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through an Education and Health Care Plan (EHCP). This means your child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. As a school we follow the Local Offer's guidelines to the 'Graduated Approach' for supporting young people with additional needs. This includes the process known as 'Assess, Plan, Do, Review' (APDR) and we ensure that we monitor and evaluate the effectiveness of the systems that we put into place and make amendments accordingly.

#### 4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENDCo if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used.

Parent consultation evenings take place twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about the progress and attainment of their Key Stage One child in Reading, Writing and Maths. In Reception - the Early Years Foundation Stage (EYFS), this is done through the Prime Areas: Communication and Language, Physical Development, Personal, Social and Emotional Development and the Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Outside agencies involved with some children provide reports and information about attainment and expected progress for health-based needs, such as speech and language or physical development.

If a child is identified as needing an Individual Learning Plan (ILP) to support their education then parents will be informed of targets that are being set and asked to contribute to the formation of these, as well as the review of targets. ILPs will be reviewed and new targets created at the end of each term.

#### 5. What support will there be for my child's overall well-being?

We always use our best endeavours to be an inclusive school. We welcome and celebrate diversity. All staff believe that the children's enjoyment, resilience and high self-esteem is crucial to their emotional well-being and academic progress. We have a caring and understanding team who look after all our children.

Trained first aiders and paediatric first aiders are available in school (please see the school's Health and Safety Policy for more information about this). If your child needs medication to be administered in school then you are asked to complete a 'medicines in school form'. The school nurse is available for advice and can advise on a health care plan if a child has specific medical needs.

The school has a system of educational consequences and positive reinforcement for behaviour management for all children (please refer to our Positive Behaviour Policy for more information about this). Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties.

We run interventions that provide emotional support to children that require it, for example, Emotional Literacy (ELSA) sessions, from developing their confidence to join in with activities to having a greater awareness of their emotions and how they can regulate them.

The school follows the 'Education for Safeguarding' (E4S) scheme of work to meet the needs of the Department for Education (DfE) Relationship, Health and Sex Education (RSHE) framework 2020. E4S is based on four cornerstones which school uses to support the children's education. Age appropriate planning and teaching will be used for our infant school age children.

The four cornerstones are:

1. Relationships and Health Education
2. Digital and Media Literacy
3. Physical Health and Wellbeing
4. Emotional Health and Wellbeing

## 6. What specialist services and expertise are available at or accessed by the school?

There are a range of agencies that work with schools. You can find out more about the full range of services who work with schools at: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)

There is liaison with the following services when appropriate:

Autism and Social Communication Team (ASCT)

Children and Mental Health Services (CAMHS)

Children's Social Care

Clinical Psychologist

Dedicated Schools Team Service - Early Help

Educational Psychology Service (EPS)

Ethnic Minority and Traveller Achievement Service (EMTAS)

Family Link Worker

GP

Integrated Front Door (IFD)

Learning Behaviour Advisory Team (LBAT)

Occupational therapist

Physiotherapist

Play Therapist

Pupil Entitlement

School Nursing Team

SEND and Inclusion Advisory Team

Sensory Support Team

Social Services

Speech and Language Therapist

Thought-full

Virtual School re Looked After Children (CLA)

Winston's Wish

If the child's needs are complex, requiring support from several agencies, the Headteacher and SENDCo can contact their Designated Schools Team Family Support Worker. This is designed to secure the necessary support from all agencies for the child and for his/her whole family. Team around the Family (TAF) meetings will then be co-ordinated to provide holistic support for the child and family.

## 7. What training have the staff supporting children with SEND had, or are having?

We have a rolling programme of training and support for staff, based on the needs of the pupils within the school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with health/medical care plans is organised as needed. In addition, some of our staff have undertaken extra training. Training includes the following areas:

- National Award for SEN Co-ordination
- Attachment and Developmental Trauma
- Jump Ahead programme
- Fisher Family Trust Reading programme
- 1<sup>st</sup> Class @ Number 2 intervention programme
- 'Good to Be Me' programme
- Lego therapy
- ELSA
- Supporting children who have been bereaved
- Paediatric First Aid training
- Emergency First Aid training
- First Aid At Work training
- Mental Health First Aider
- Anaphylaxis and epipen use
- Diabetes support

## 8. How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out for school visits and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children.

On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils. School may decide that a meeting is required with parents/carers to discuss the safety of their child on trips

and whether or not a family member is desirable to accompany the child on the trip in order to ensure the child's and other children's and staff's safety.

#### 9. How accessible is the school environment?

- The school is built on one level and is therefore accessible throughout for those with impaired mobility, apart from one mobile classroom, 'The Sky Hub', which is currently used as a special educational needs environment. All interventions such as 'Lego Therapy' and Speech and Language groups are run in The Sky Hub and the SENDCo is also based there. If access is an issue for a physically disabled child who requires additional support, the 1:1 or group intervention could be run within the main part of the school, such as the library. There are access points all around the school that have slopes, enabling wheelchair access. There is a large toilet with suitable access and aids for wheelchair users. The physical needs of children and of their parents are taken into account when children are allocated to particular classes and classrooms at the start of the school year
- we have a disability and accessibility action plan and policy that is available on request
- we have an accessible toilet that is large enough to accommodate changing
- visual timetables are used in all classrooms
- we ensure that the learning environment is fully accessible and inclusive for all learners
- the majority of doorways around the school accommodate wheelchair access

#### 10. How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to or from another school:

- we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- we will make sure that all records about your child are passed on as soon as possible
- For 'Children Looked After' (CLA), additional transition meetings will be held including the named social worker, and then throughout the child's time at our school, there will be regular Personal Education Plan (PEP) meetings to discuss and review progress

When moving classes in school:

- information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. School based plans, ILPs/EHCP will be shared with the new teacher

In Reception:

- there are induction events during the first week of the autumn term for all children who are joining Reception in September
- the Reception class teacher will arrange parent/carer meetings
- the Reception teacher will arrange a visit and/or talk to your child's pre-school
- the Reception teacher will have a transition meeting with your child's key worker from pre-school
- the SENDCo may arrange additional visits for children identified as having SEND and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Children's Development Centre teams, Family Link Worker or Health Teams

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.

### 11. How are the school's resources allocated and matched to children's special needs?

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Head Teacher and School Business Manager then decide on the budget for SEND in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' funding for pupils with higher level needs.

The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support services.

There are regular meetings to monitor the impact of interventions and SEND provision and the Governing Body is kept informed of funding decisions. There is a designated governor for SEND at school and meetings are held with the SENDCO to discuss impact and outcomes of the additional support that we make provisions for. The SEND governor is also aware of the way that the SEND budget is spent and looks at data to analyse the progress that children have made following additional support.

### 12. How is the decision made about what type of and how much support my child will receive?

Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed. The graduated response is fundamental to implement the cycle of 'assess, plan, do, review' throughout the four-stage process of assessment; 'universal, targeted, specialist and EHCP' (Educational Health Care Plan).

All class teachers meet with the Headteacher, Assessment Lead and SENDCO termly to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning. As soon as the class teacher has a concern about a child they discuss their concerns with the SENDCO.

Additional assessments from outside agencies, such as a speech therapist, educational psychologist, will help us decide what type of support and resources are needed.

Some children will also have an ILP and these will be reviewed with parents/carers three times a year. Pupils with an Education Health Care Plan (EHCP) will also have an Annual Review.

### 13. How are parents and carers involved in the school? How can I be involved?

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- the school website; [www.rosegreeninfant.school](http://www.rosegreeninfant.school)
- the home / school reading diaries
- Monthly newsletters
- Half-termly SEND newsletters
- Parentmail – e-mail

Parents also receive an annual written report and next steps in learning are discussed at the two parent consultations. Individual learning plans (ILPs) are written and reviewed each term

or more often if the individual needs of the child change. The ILP will be shared with parents and they will be asked to confirm if they have understood the new targets or if they require a meeting to discuss these further. If a child already had an ILP, parents will be invited to share their views as part of reviewing targets. The class teacher will discuss the ILP with the child and record his/her comments.

At Rose Green Infant school we also have one designated pupil per term representing the class in 'Linking Voices'. Each member of 'Linking Voices' is part of a regular class meeting and then the group meet every few weeks to discuss the class ideas with the deputy head. We value each child at school and giving them this opportunity to contribute to school life celebrates their own views and suggestions.

Any child with an EHCP is given an annual review in accordance with the guidelines from the SEND Code of Practice (2015) and from the EHCP itself. This involves a pupil's views form and a parent/carer form that is completed prior to the annual review. At Rose Green Infant School, we believe that to achieve the optimum progress, learning and development for each individual there has to be a culture of inclusive involvement from parents/carers, pupils, teachers and staff.

The school's PTA (Parent Teacher Association) organise fundraising events throughout the year to raise money for additional resources and all parents are encouraged and welcome to join.

#### 14. Who can I contact for further information?

The class teacher is the first point of contact but parents are also welcome to contact the SENDCo directly about any concerns. Any important information should be shared with the class teacher.

If you have a complaint that you wish to make please see the School Complaints Procedure on the school website under the headings of Key Information > Policies. Parents' first point of contact should be their child's class teacher, however the Headteacher has an open door policy and always welcomes parents into school. We offer a mutually convenient appointment if the issue needs further discussion to ensure that concerns are resolved as quickly as possible.

Useful contact details:

Head Teacher: Mrs Sally Dreckmann  
[head@rosegreeninfant.school](mailto:head@rosegreeninfant.school)  
01243 262318

SENDCo: Mrs Louise Hardy  
[lhardy@rosegreeninfant.school](mailto:lhardy@rosegreeninfant.school)  
01243 262318

Local Authority: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)  
(then click on Education, children and families section)

You can also find a link on our school [website](#)

SEND Governor: Mr Joe Knutson  
[jknutson@rosegreeninfant.school](mailto:jknutson@rosegreeninfant.school)

If you are considering applying for a place at Rose Green Infant School and your child has special education needs and disabilities, then the first action is to telephone the school and arrange an initial visit with the Headteacher/SENDCo. We will be happy to meet with you to discuss your child's particular needs. Other services that may help if you are applying for a school place are:

Admissions: [www.westsussex.gov.uk/admissions](http://www.westsussex.gov.uk/admissions)

SENDIAS: 03302 228 555

Date of next review: March 2027

