ROKESLY INFANTS SCHOOL

SEND Information Report

Ratified: September 2026

Review Date: September 2027

About this Information Report:

Welcome to the Rokesly Infant and Nursery School's SEND information report. The following information describes how we support children with special educational needs or disabilities at Rokesly.

This report sets out in one clear document what we provide for children with Special Educational Needs (SEND) during their time within our setting.

Haringey as our Local Authority also publishes a Haringey Local Offer, https://www.haringey.gov.uk/children-and-families/local-offer this sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children with SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP).

Rachel Turnbull is the Assistant Headteacher for Inclusion & SENDco. Rachel can be contacted through the school admin email and phone number at the bottom of this page.

The Rokesly Infants School SEND policy is a separate document to be read in conjunction with this report.

What does SEND mean?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (January 2015) defines SEND as follows: 'A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they have:

a) a significantly greater difficulty in learning than the majority of others the same age,

b) a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.'

We recognise the benefits of early identification of Special Educational Needs and know that alongside this; making effective provision improves long term outcomes for children. **SEND Code of Practice 2015**

We know that the involvement of parents/ carers and children in planning and reviewing progress, as set out in the **SEND Code of Practice 2015,** is integral to give a full picture of the child/ young person.

At Rokesly, we are committed to making reasonable adjustments to the learning environment, so that students can benefit from and access the curriculum. These are the principles that are set out in the **Equality Act 2010**

Our vision

As a whole school, we aim to provide an environment that is purposeful, creative, and dynamic – a place where children develop critical thinking, a lifelong thirst for learning, and reach their full potential through an academically ambitious curriculum.

We want pupils to grow into resourceful, independent learners, equipped with the knowledge and skills to succeed in the modern world. We see the acquisition of technological skills as a fundamental part of this.

We are committed to helping our pupils become confident and resilient individuals, both physically and emotionally, empowering them to make healthy, happy, and active life choices.

We strive for all of our pupils to make a positive contribution to the school and wider community. This will lay the foundations for them to become responsible global citizens of the future.

We aim for our school to be a place where individual strengths are nurtured, so that children can continue to achieve at an outstanding level to further strengthen our vision of excellence for all.

1. SEND at Rokesly

Rokesly is a mainstream school that welcomes children and young people with SEND which can include:

- **Communication and interaction**
  Speech, language and communication needs (SLCN)
  Social, Communication Difficulties (including Autism Spectrum Condition (ASC))

- **Cognition and learning**
  Specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia
  Moderate learning difficulties (MLD),
  Severe learning difficulties (SLD) and global developmental delay.

- **Social, emotional and mental health difficulties** (SEMH)
  Attention deficit hyperactive disorder (ADHD)
  Attention Deficit Disorder (ADD)
  Depression
  Eating disorders
  Attachment disorder

- **Sensory and/or physical needs**
  Vision impairment (VI)
  Hearing impairment (HI)
  Multi-sensory impairment (MSI) epilepsy, sensory processing disorder
  Physical needs for example cerebral palsy

- **Medical needs**
  Where children have medical needs and SEN we will plan and deliver education provision in a co-ordinated way, with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHCE curriculum to support this development. In addition to this we have support from GEMHS formerly known as trailblazers.

The school building is on one level and all classrooms and school areas are accessible to children with physical disabilities. There is a lift available to provide access to the dining room. There are two disabled toilets within the school and changing facilities.

We ensure that, where possible, equipment used is accessible to all children regardless of their needs.

2. What is the school's policy for the identification and assessment of children with SEND?

We follow the graduated approach to assessing a child's needs, planning and implementing support and reviewing the impact of the support.

- All of our teachers teach children with SEND
- All of our staff recognise the importance of identifying SEND early and making effective provision
- All our staff have high expectations for all children
- The identification and assessment of pupils with SEND is built into the school's approach to monitoring the progress of all pupils.
- We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information we have received from their previous setting.
- Where children already have their SEND diagnosed or identified we will work closely with the family and other agencies. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress.

This helps us to see any pupils whose progress is:

- significantly slower than that of their peers starting from the same baseline
- less than expected progress
- failing to close the attainment gap between the child and their peers

Where assessments show that a child is not making adequate progress, our first response is to work with the class teacher focussing on a range of targeted teaching strategies.

If their progress continues to be slower than expected the teacher will work with the family and the Inclusion Manager to carry out a clear analysis of the child's needs and identify if they need additional support.

3. What information is taken into account when considering if a child needs SEN support?

During the summer term before your child starts at the school or nursery, parents and children have an opportunity to come to visit their class. It's a time to meet the staff and find out more about the school.

We ask parents to let us know if their child has a disability or they feel their child has any Special Educational Needs so that we can discuss this and make sure the appropriate support is in place for their child. If a child has Special Educational Needs or a disability it is very important that they get the help they need as soon as possible.

Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that develop later.

This can include:

- the child's previous progress and attainment
- the teacher's assessment and experience of the child
- the child's development in comparison to their peers and national data
- the child's own views
- information gathered from the parent/carer
- advice from external support services where appropriate

4. What are the school's policies for making provision for children with SEND, whether or not pupils have Education Health and Care Plans?

Rokesly Infant and Nursery School has developed a wide range of ways in which to meet the needs of children with Special Educational Needs or disabilities. This is the usual procedure for planning support:

Once it has been identified that a child is not making expected progress school staff will meet with parents to discuss his/her needs, in the first instance this would usually be the class teacher

The child's needs will be assessed (either formally or informally).

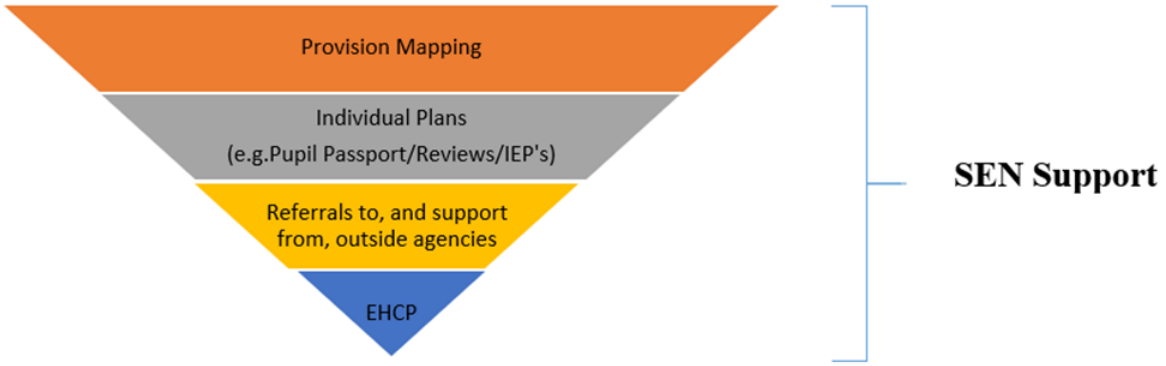
Provision will be agreed that is carefully targeted on the particular area of need. This will describe which intervention will support a child and what we hope to achieve.

The intervention is carried out.

To see whether the intervention has helped we set a time-frame and we review progress. The nature and success of the intervention are recorded to inform future planning for the child.

Where children do not make satisfactory progress or in the case of children with a higher level of need the Special Educational Needs Coordinator **(SENDco)** will be involved in planning and monitoring the provision in place for the child.

The SENDco uses a provision map to record and review the impact of the provision in place.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. This is also used for children who have fallen behind and need a boost to accelerate progress. For some children this support will remove the need to be identified as SEND on the school register.

Individual Plan: This contains a profile and an action plan listing the goals and provision to meet the SEN. It also includes parents and pupil views where possible.

Referrals to, and support from, outside agencies: Where the school and parents feel that a higher level of support is required, a referral may be made to an outside agency, to assist us in putting in the best provision to support a pupil with SEN. This may include the speech and language team or Educational Psychologist. We can then put into place expert advice and recommendations.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Haringey can be found on the council's website. Parents and carers can also request access to further support by emailing Haringey via one of the below emails.

SEND Statutory Assessment Teams:

Up to Years 5: SENDTeam1@haringey.gov.uk

Years 5 to 11: SENDTeam2@haringey.gov.uk

5. How does the school train staff to support pupils with SEND?

At Rokesly Nursery and Infant School we value Continuous Provisional Development (CPD). Each year we have five training days which are designed to keep all staff up to date with new initiatives in education. We adopt a whole school approach to training. As a school, we ensure that staff receive ongoing training according to identified need. In addition, we buy into the training provided by The Haringey Education Partnership.

6. What is the school's approach to teaching pupils with SEN?

Assess/plan/do/review
All children, including those with SEND, have access to a broad and balanced curriculum and high-quality teaching provided by the child's class teacher. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets to encourage children to aim high. Teachers plan their lessons with the SEND of children in mind, which ensures that children with SEND will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to each child with their ability to ensure support whilst ensuring high expectations for all. Teaching Assistants may be directed to work with children, in pairs or small groups and sometimes individually.

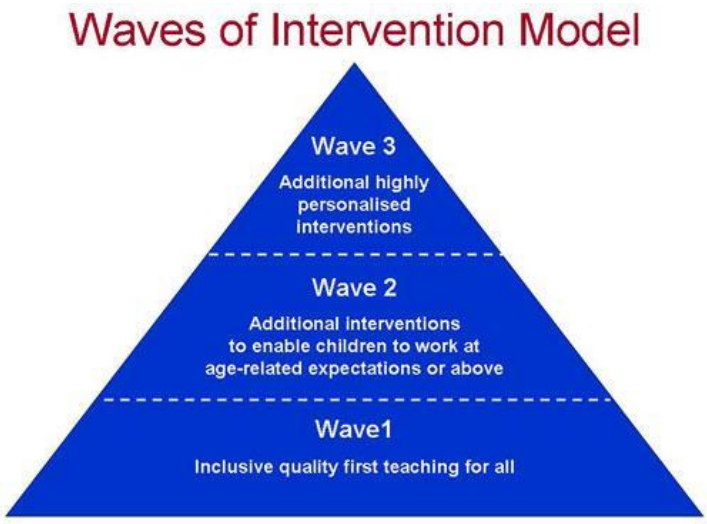
We are careful to avoid the over reliance of individual support for children as evidence shows that in many cases this prevents them from becoming independent learners.

Children with Special Educational Needs or Disabilities are taught together with other children and lessons are designed so that all the children in the class learn and make progress. We scaffold the learning to ensure all children make progress. Scaffolded learning is a teaching strategy where instructors provide temporary, structured support to help students master new skills and concepts, gradually removing this support as the student becomes more independent and proficient. This could involve small group or individual work. Every class teacher is involved in planning, monitoring and providing support for pupils within their class including children with special educational needs and disabilities.

Part of the school's budget is ring fenced, to be used to support pupils with special educational needs and disabilities. This money is used to buy screenings and assessment packages to help us to identify particular areas of needs, intervention programs, fund extra adult support and buy in specialist advisors.

There may be occasions where we feel we are not able to meet a child's needs solely from our own funds and we will apply to the local authority for additional funding in order to help us meet their needs through an Educational Health Care Plan (EHCP). This can be a full EHCP or a short-term targeted support plan that lies within Haringey's Band C EHCP guidance.

7.Waves of intervention



Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

8. How does the school evaluate the effectiveness of its provision for SEND?

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all of the pupils' needs. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

High quality teaching is the most important factor in ensuring all children make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best. We check the effectiveness of our SEND provision by checking individual progress and to see if agreed goals and outcomes for a child are being met.

We use our school data to review and monitor individual progress. Both the attainment and the progress of children with SEND are monitored through this system.

The teachers work with the SENDco, the parents and the child to make sure any SEND support is adapted or replaced by another approach, if it is not being effective.

The SENDco and the Headteacher report to Governors on the quality of SEND provision and the progress towards outcomes being made by children.

9. What are the school's arrangements for assessing and reviewing the progress towards outcomes of pupils with SEN?

All children's progress is reviewed regularly and this information is shared with both parents and the child. Where a child is receiving SEN support, we give feedback to parents. If we have specific concerns, we contact parents and invite them into school. Reviews are usually led by the SENDco. Reviews can involve the child, the family and other professionals where this is appropriate. They are used to:

- Discuss what is working well and not working well
- Review the child's progress towards their individual targets and longer-term outcomes
- Discuss and agree clear outcomes for the future
- Discuss and agree the support needed
- Share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the child, the school and the local authority.

Some of the strategies we use to evaluate the effectiveness of the provision are:

- Standardised assessments
- Insight Assessment (to track progress)
- Termly pupil progress review meetings
- Intervention tracking
- Lesson observations
- Learning Walks
- Book Looks
- SEN review weeks
- IEP review meetings
- Annual Reviews
- EHCP review meetings

Support we offer for children's/young people's health and general wellbeing

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and well-being. Systems to promote positive behaviour are in place in all classes. If a pupil has behavioural difficulties, we put together a behaviour support plan designed to identify triggers and implement strategies to avoid the pupil disrupting his/her own or others' learning and prevent exclusion. We also have a 'Buddies' scheme which is a group of older children from the junior school who have been specially trained to offer support to younger children at playtimes and lunchtimes. As a school we use the Zones of regulation to support children understand their own emotions and those of others. We also use anchor approach resources to support the children's reliance skills.

10. How does the school prepare for admissions?

We work closely with families to discuss what children might need before they start with us, and what adjustments we might need to make. Teachers will be supported by the Inclusion Manager to assess, plan and adapt the curriculum to meet the needs of children with SEND. This may also involve working with outside professionals. For example, we might need to:

- Provide visual resources to support learning
- Rearrange the layout of the classroom
- Buy specialist ICT software
- Specialist resources to support individual pupils

11. What extra-curricular activities are available for children with SEND?

Our school has extra-curricular activities and trips including sports clubs, dance clubs and arts and crafts which are fully inclusive for all. We will involve parents of children with SEND in the planning of school trips to assess the benefits and risks and identify how the needs of individuals can be best met.

12. What provision is available to support children with SEND?

School Provision:

- Wide range of small group interventions delivered by teaching assistants and teachers supporting a range of needs including literacy, numeracy, speech and language and social and emotional wellbeing.
- Phonics Catch Up Program
- IT support in the form of reading, phonics and maths programmes
- Teaching assistants offering social skills support
- Targeted family support from Haringey GEMHS- known as Trailblazers at Rokesly
- Talkboost- language intervention

Equipment available in our school for specific children to access at specific times include:

- Communication books
- Devices for additional recording e.g chrome books, laptops, cameras
- SEND software
- Visual timetables
- Sensory resources
- Identification tools for dyslexia. Checklist from the British Dyslexia Association (BDA) and a screening tool from GL assessments.
- Identification tools for dyscalculia. Checklist to be used in the first instance from SENDIAS then a screening tool from GL assessments.

Local authority provision:

- Language Team support
- Autism Team support
- Educational Psychology service
- Haringey GEMHS (Trailblazers)
- Haringey Learning Partnership
- Education Welfare Officer
- Social Services including Early Help

Health provision:

- School nurse
- Occupational Therapy
- Physiotherapy

- CAMHs
- Vision Impairment Team
- Hearing-impaired Team

13. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- parent's evenings
- commenting and contributing to assessment, planning and reviews

If a child has an Education, Health and Care plan we will discuss their progress with parents every term and have a formal review annually.

Specific provision to help support a child at home will include:

- Meetings with teachers and the Inclusion Manager to discuss progress and support including ideas for home.
- Parents workshops/meetings

14. What are the arrangements for consulting and involving children with SEND in their education?

Engaging all children as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about their progress.
Where children have SEND, we will take extra care to involve them and make sure their voice is heard. We ensure that children with SEND are included and represented in the groups and activities that we have set up to listen to their views and involve them in decision making.

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include children with SEND in planning how best to support them and in reviewing their progress.

15. How does the school involve others in meeting the needs of children with SEND and in supporting their families?

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we seek advice and support from specialists from outside agencies. We always involve parents in any decision to involve specialists.

The Inclusion Manager usually coordinates the contact and works with these outside agencies. We use other agencies outside of the school to:

- help us train staff e.g. dyslexia awareness, autism awareness
- get more specialised advice e.g. advice on hearing impairment

- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

16. Where can I find more information and support in Haringey about SEND services and the Local Offer.

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND.
The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:
Haringey Local Offer: www.haringey.gov.uk/localoffer

The Parent Partnership Service – Markfield gives free impartial information, advice and guidance about services for children, young people and families.
Email: enquiries@markfield.org.uk
Website: www.markfield.org.uk Telephone: 0208 800 4134

This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

17. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

We encourage parents to contact the school about their concerns, as soon as possible. If you have something to ask us or tell us, please contact the class teacher or the Inclusion Manager.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENDco (Rachel Turnbull)
- the headteacher (Bola Soneye-Thomas)
- the SEND Governor (Lucy Johnson Cameron)
- The chair of governors (Nigel Leskin)

Further information about our complaints procedure can be found on our school website.

Further information on local support for families of children with SEND can be found on Haringey's website www.haringey.gov.uk