



Rosecroft Primary School

SEND Information Report September 2025

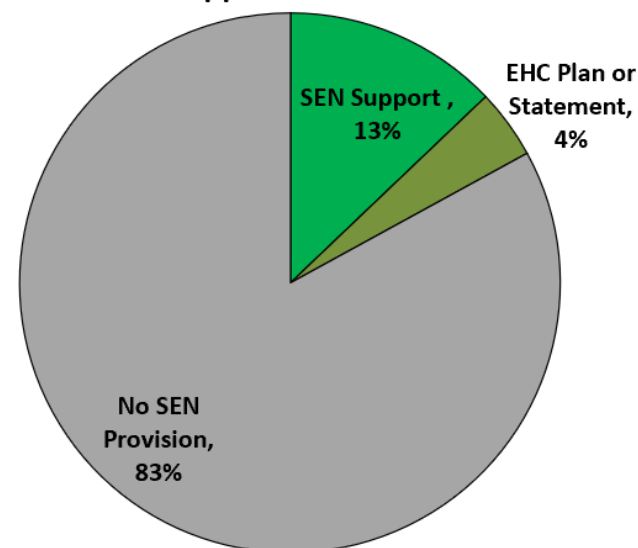
1 Variety of Special Educational Needs that are provided for at Rosecroft Primary School

The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently has 17% of all students identified with SEND including 4% of students with an EHCP.

SEN Support Status





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<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:</p> <ul style="list-style-type: none"> • Information passed on from Nursery and previous schools • Whole School Assessment Systems – Sapientia summative assessments as outlined in Primary assessment frameworks including reading fluency, comprehension, Maths arithmetic, Maths reasoning, letter formation and NTS assessment papers. • EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data. • Individual assessment using standardised score assessments including Sandwell assessment, Wellcomm Screening and Thrive screening. • Feedback from teaching staff and observations • Feedback from specialist agencies e.g. Educational Psychologist, Specialist Learning Support Teacher (SLST) and Paediatrician referral/NDS, NHS SLCN, Virtual schools for sensory support, teacher of the deaf. • Team Around the Child discussions • Observations in school to look at High Quality Teaching Provision • Pupil Voice • Intervention baselines
<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND. • Additional adult support in classrooms where appropriate within phase teaching teams • Personalised provision through time limited intervention programmes led by trained TAs • Dual Centre provision for example SRB & school. This is used short term and only offered in exceptional circumstances • The sourcing of additional specialist support via external agencies e.g. CEPP, Norfolk SEND and inclusion team, NCC Early Years advisor support and schools and community team. • SEND folders in every classroom.



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<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> • Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • SEND Parent Voice Survey bi-annually • Annual Pupil Voice Survey • Annual Parent Survey • Progress and evaluation are reported to Sapientia Education Trust’s Board of Trustees and the Director of Inclusive Learning. • Progress and evaluation of SEND is reported to the Education Committee via the Headteacher’s report termly. • Specialist External Support is provided via the Trust Education Team • SEND is a priority for all Quality Assurance undertaken by the Trust Education Team
<p>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> - Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. - Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. - Do: the plan is put in place as agreed. - Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. <p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • Pupil progress meetings between class teacher and SENDCO • EHCP annual reviews and SEN support plan reviews • Individual, personalised Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer’s meetings • Pupil Voice



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3d How adaptations are made to the curriculum and the learning environment of pupils with SEND

The curriculum/learning opportunities may be adapted by:

- Application of EEF High Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies
- Groupings that target specific levels of progress
- Adapted resources and teaching styles
- Appropriate choices of texts and topics to suit learners
- Access arrangements for tests and other assessments
- Additional adult support
- Allocation and adaptation of room use where appropriate including use of the nurture room
- A room has been allocated to therapies across the week
- An adult allocated to supporting with speech and language communication needs

Further Examples are:

- Clear and consistent classroom routines;
- Visual aids, checklists, timers and manipulatives;
- Mind maps, spider diagrams;
- Writing frames, sentence starters;
- Reading text/instructions aloud;
- Pre-teaching vocabulary; and
- Breaking up longer texts and tasks into manageable chunks.

Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:

- Specific seating arrangements to accommodate learner needs;
- Use of personalised visual timetables;
- Use of larger font size;
- Specific equipment, e.g. wobble cushion, writing slope;
- Assistive technology e.g. reader pens, voice to text software;
- Rest breaks/movement breaks;
- Support from a teaching assistant as a scaffolder / prompt / scribe;
- 1:1 support;



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	<ul style="list-style-type: none"> • Extra time to complete tasks; • Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs. <p>A period of targeted intervention such as:</p> <ul style="list-style-type: none"> • Precision teaching; • Meet and greet at the start of the day and/or decompression at the end of the day; • Provision of specific support programmes eg. ELSA, Thrive, Lego Therapy, Talk Boost and Sensory Circuits. • Schools and community team interventions such as worry busters and yoga and mindfulness.
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. • An anti-bullying policy • Dedicated parents support advisor and behaviour lead who are on call throughout the school day to provide support for pupils as needed. • Zones of Regulation stations in all classrooms • Targeted support for individual pupils including Play Therapy, Benjamin foundation, Starfish, Human Givens Therapy, Thrive and ELSA. • Pupil Voice • Access to a sensory room for rest breaks • Referrals to JustOneNorfolk
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Trustee 	<p>Jacqueline Drew– Headteacher j.drew@rosecroftprimary.org Rebecca Allum SENDCO r.allum@rosecroftprimary.org Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk School Telephone Number: 01953 453127</p>



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<p>5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to:</p> <ul style="list-style-type: none"> • The SENDCO has completed the NASENCO award qualification • Trust CPD for Support staff completed during 2024-2025 such as: Developing reflective practice High Quality adult-child interactions with focus on cognitive diversity Scaffolded support to develop independence Speech and language communication Supporting learners with ASD Supporting learners with ADHD • Staff are undertaking a range of qualifications including a level 4 in speech and language and social emotional mental health qualification level 4, NPQ in SEND. • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning • Whole school Step On training • Several staff have completed Step Up training, precision teaching training and talkboost. • Specialist expertise engaged from external services – Edith Cavell SRB, Watton Junior SRB, SEND and inclusion team, Norfolk Early Years team, Portage, Harmful Sexual Behaviour team, Norfolk Early Help, EPSS, schools and community team. • All staff have been trained in the Graduated Approach - September 2025. • Sapientia Education Trust CPD Programme 2025-26
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> • Support Services including health services • National and Local Charities • Volunteers • CADS • Just One Number • Family Action • Schools and community team • Early Help & Family Support (Norfolk County Council) • SENDIASS



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<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review.</p> <ul style="list-style-type: none"> • Telephone conversations • Email • Parents Evenings • Discussions with school Parent Support Advisor • SENDCO direct discussion • Face-to-face meetings • Bi-annual Parent SEND Survey • Half termly parent/carers cafes
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner.</p> <p>We gather their views as part of the termly review of their support plan as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Thrive-based activities • ELSA activities
<p>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p>https://arpfederation.org.uk/rosecroft/</p>



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<p>10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Rosecroft Primary School.</p> <p>This can include:</p> <ul style="list-style-type: none"> • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Norfolk SEND Partnership (SENDIASS) - Telephone: 01603 704070</p> <p>SEND and Inclusion support line – Telephone: 0333 313 7165</p> <p>Just One Norfolk – 0300 300 0123</p>
<p>12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transition arrangements</p> <ul style="list-style-type: none"> • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Additional visits to new classroom and teacher • Social stories • Support from schools and community to provide transition support year 6 to 7 • Support from schools and community team to provide PEEP sessions for nursery to reception • Invites to secondary schools to attend year 6 EHCP reviews • Liaison with secondary schools
<p>13 Information on where the local authority's local offer is published</p>	<p>https://www.norfolk.gov.uk/children-and-families/send-local-offer</p>