Inspire Partnership Academy Trust

Special Educational Needs Information Report 2026 - 2027

Rockliffe Manor primary school

Contents

1. Aims 3
2. The kinds of SEND that are provided for 3
3. Identifying pupils with SEND and assessing their needs 4
4. Consulting and involving pupils and parents 4
5. Assessing and reviewing pupils progress towards outcomes 5
6. Our approach to teaching pupils with SEND 6
7. Adaptations to the curriculum and learning environment 6
8. Additional support for learning 7
9. Expertise and training of staff 7
10. Securing equipment and facilities 7
11. Evaluating the effectiveness of the SEND provision 7
12. Enabling SEND pupils to engage in activities available to those in the school who do not have SEND 7
13. Support for improving emotional and social development 8
14. Supporting pupils moving between phases and joining or leaving the school 8
15. Complaints about SEND provision 8
16. Contact details for further information 8
17. Services to support parents of pupils with SEND 8
18. The local authority Local Offer 8

Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Rockliffe Manor Primary School please contact us using the details below.

Inclusion Leader/SENCO: Mrs G Caller

Contact: **Tel**: 0208 854 4785 **email**: senco@inspirerockliffe.co.uk

Dedicated SEN time: 3 days per week (Wednesday, Thursday and Friday)

Pastoral Support Lead: Mrs S Wright

Contact: **Tel**: 0208 854 4785 **email**: info@inspirerockliffe.co.uk

1. Aims

The aim of the Special Educational Needs Information Report is to set out how Rockliffe Manor will support and make provision for pupils with special educational needs and disabilities (SEND). This is a legal requirement as outlined in The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report. This information report also complies with our funding agreement and articles of association.

At Rockliffe Manor we strive to support all pupils to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality inclusive teaching is vital; however, for some pupils there are occasions when further additional support may be needed to help them achieve their targets.

High quality inclusive teaching and additional interventions are defined through dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every pupil in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first inclusive teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

2. The kinds of SEND that are provided for

All staff at Rockliffe Manor strive and work hard to ensure our school is an inclusive school. We share a mutual ethos of every child matters therefore we aim to address each pupil's needs and support their development in the most appropriate way possible to ensure we celebrate effort as much as achievement. Our school's SEND Policy is available on the school website https://www.inspirerockliffe.co.uk/page/?title=School+Policies&pid=59 or via the School Office, detailing our philosophy in relation to SEND.

We refer to the term "Special Educational Needs" if a pupil:

- Has significantly greater difficulty in learning than the majority of pupil of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for pupils of similar age.

The difficulty or disability may relate to:

- **Communication and interaction** - Autistic Spectrum Disorder, Asperger's Syndrome, Selective mutism, Speech and or Language difficulties.
- **Cognition and learning** – Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].
- **Social, Emotional and Mental Health** – Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.
- **Sensory or Physical conditions** – Hearing/Visual impairment, Sensory Processing Disorder/difficulties.

Special Educational Provision is additional to or different from which is made generally for most pupils in school.

Children with medical needs

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, SENCo, appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive annual EpiPen training delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member.

3. Identifying pupils with SEND and assessing their needs

Rockliffe Manor's Assessment Policy (available via the School Office) outlines the range of assessments regularly used throughout the school.

Assessment is an ongoing core process throughout the school. It is a check that each pupil is making adequate progress against the National Expectations set for each year group from Foundation Stage through to Year 6.

Adequate progress is defined as that which:

- Closes the attainment gap between the pupil and pupils of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a pupil has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a pupil's behaviour allowing them to be receptive to learning.

If a pupil is not making the expected progress, then additional and different assessments tools may be required to determine the reasons why.

To help us ascertain a better understanding of a pupil's learning difficulty, we may use:

- Tracking information – is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENDCO or an external agency ● Concerns raised by parents/school staff/ the pupil themselves
- Liaison with external agencies
- Health diagnosis
- SEND KPI tracker
- Cherry Garden Assessment Framework

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the following assessments may be used:

- Dyslexia Screener - Used to test children who may have dyslexia or dyscalculia traits/signs following concerns raised by class teachers or parents
- Neli - Used to test a child if there is a concern raised regarding spoken language and understanding of language

- Strengths and Difficulties Questionnaire (SDQ) - The SDQ is a brief behavioural screening questionnaire which highlights potential difficulties in 5 possible areas, these are: - Emotional symptoms - Conduct problems - Hyperactivity difficulties - Peer relationships difficulties
- Boxall Profiles - Used to assess the social, emotional, and mental development of children and young people, identifying underlying emotional barriers to learning and tracking progress over time.

These assessments may also be used to plan targeted intervention programmes for the child and also contribute towards creating a benchmark for measuring the impact of subsequent interventions.

4. Consulting and involving pupils and parents

At Rockliffe Manor, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

Parents will be involved in the planning for the child's education as all parents are. This may be through:

- Discussions with the class teacher as the first point of contact
- Parents' evenings
- Discussions with Mrs G Caller or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions which could be incorporated

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to parents upon request.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents will know how their child is doing because:

- Parents will be able to discuss the child's progress at Parents' Consultation Evenings.
- Parents may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made to speak in more detail to the class teacher, in the first instance, to discuss concerns by visiting the School Office. They may arrange a follow up appointment with Mrs G Caller, if necessary.
- IEPs (Individual Education Plans) are written three times per year. The IEPs will be given to parents during Parents' evening or sent home. Parents may wish to make an

appointment to review the targets and discuss the new targets set. Parents/carers are encouraged to contribute input to be included on the IEP.

Rockliffe Manor will help parents to support their child's learning by:

- The class teacher may suggest ways of supporting my child's learning through messages, parents' evenings or additional meetings arranged when necessary.
- Mrs G Caller may meet with parents to discuss how to support their child. They may, alongside the class teacher, discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Having liaised with, and informing parents of, the outside agencies or the Educational Psychologist, suggestions and programmes of study can then be used at home.

5. Assessing and reviewing pupils progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- **Assess**: The class teachers and if necessary the SENCO or professionals from external agencies, assess the needs of the individuals.
- **Plan**: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do**: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review**: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Our approached to teaching pupils with SEND

The SEN Code of Practice 2014 recognises 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Rockliffe Manor, our priority is to ensure all children, including children with SEN, have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of children.

Our teachers acknowledge they are responsible and accountable for the progress and development of all the pupils in their class.

We also recognise some children will require educational provision which is '*additional to'* or '*different from'* this. To achieve this, we:

- Mathematics and English interventions
- Lego Therapy, for children to learn how to co-operate with one another in a small group.
- Speech and Language groups
- Attention Autism
- Social Skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers.
- Sensory circuits and sensory breaks
- 1:1 Counselling
- 1:1 Draw and Talk sessions
- 1:1 Theraplay
- A range of extra-curricular groups which all children are invited to join
- Lunchtime and playtime support through designated areas
- Small group lunchtime support for children to develop skills in play and social interaction

7. Adaptations to the curriculum and learning environment

The curriculum and learning environment will be adapted to the child's needs when:

- A child has been identified with special needs or disability, their work will be differentiated by the class teacher to enable them to access the curriculum more appropriately.
- Teaching Assistants (TAs) may be allocated to work with the child for some 1-1 or small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Reasonable adjustments are put in place to not put a child at a substantial disadvantage as soon as is reasonably possible.

The school environment is accessible as:

- The school is on one level.
- Ramps into school make the building accessible to all.
- One toilet in the Early Years building has been adapted for access suitable to those with additional physical needs, including wheelchair users.
- The front desk has a wheel-chair height section and is DDA compliant
- We have an up-to-date Accessibility Plan, which is available via the School Office.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as:

- Phonics

- Lego Therapy
- Shape Coding
- Intensive Interaction
- Sensory Circuits
- 1:1 Reading
- Mentoring

Teaching assistants will support pupils on a 1:1 basis or in a small group.

We work with the following agencies to provide support for pupils with SEN, their families and school staff. The agencies used by the school include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Community Paediatricians
- STEPS
- School Nursing Service
- Child and Adolescent Mental Health Services
- ASD Outreach
- Sensory support for hearing and visual impairment needs
- Behavioural support teams

9. Expertise and training of staff

At Rockliffe Manor , we believe having knowledge develops understanding which ultimately improves teaching practice and provision for children. All staff receive training regarding different areas of SEN, these have included sessions on:whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties. Other training includes making and using symbolised resources, systems to encourage independent learning, social stories, supporting transition and social skills.

Additionally, we have Teaching Assistants who are able to support children through Attention Autism groups which help to develop attention and listening skills. Our Teaching Assistants receive regular training from the Speech and Language Therapist and STEPS to deliver 1:1 and small group interventions

10. Securing equipment and facilities

The school budget, received from Greenwich LA, includes money for supporting children with SEND. The Head Teacher and SENCo work together to decide on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors on the basis of the needs of the school. The school identifies the needs of SEN pupils on a provision map, this identifies all support given within the school is reviewed regularly and changes made as needed, so all the needs of the children are met and resources are deployed as effectively as possible.

11. Evaluating the effectiveness of the SEND provision

Provision for children with additional needs is evaluated in a variety of ways:

- Use of a provision map to measure progress and achievement
- Evaluation of Individual Education Plans 3 times a year
- Holding annual reviews for pupils with EHC plans
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress
- Use of pupil/parents interviews/questionnaires
- Monitoring by SENCo

12. Enabling SEND pupils to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

To ensure full, safe, and meaningful participation for every child, we implement the following measures:

- Pre-Visit Planning & Venue Accessibility: Prior to any visit, visit leaders liaise directly with venues to evaluate physical access, sensory environments, and facility accommodations (such as accessible hygiene suites, quiet breakout zones, and ramped access).
- Individual Risk Assessments & Healthcare Plans: We complete detailed, individualised risk assessments in consultation with parents/carers, class teachers, and the SENCo. These reflect existing Individual Healthcare Plans (IHPs) and positive behaviour support strategies to manage health, safety, and emotional wellbeing proactively.
- Enhanced Staffing & Tailored Support: Additional adult support is deployed where needed—including designated 1:1 or small-group key workers—to ensure children receive the physical, medical, or pastoral assistance required throughout the activity.
- Accessible Transport: All transport providers are booked to meet specific mobility needs, including wheelchair-accessible coaches or minibuses equipped with tail lifts and secure wheelchair anchor points.
- Sensory Preparation & Social Stories: For pupils who experience sensory overload or heightened anxiety with transitions and new environments, we provide pre-visit preparation. This includes visual timetables, photographs of the venue, social stories, and where appropriate, familiarisation visits.
- Sensory & Medical Adjustments on Site: Staff carry individual sensory regulation tools (such as noise-cancelling headphones or movement breaks) and manage medication administration seamlessly in line with school medical policies.

13. Support for improving emotional and social development

We recognise that some children have additional emotional, social, and mental health needs that require structured, compassionate support. These needs may present in diverse ways,

including anxiety, withdrawal, challenges in peer interaction, or dysregulated behaviour. To ensure every child feels secure, understood, and valued, we provide a tiered approach to pastoral care, proactive measures against bullying, and dedicated systems to capture the authentic voice of pupils with SEND.

- **Targeted Relational & Therapeutic Interventions:**
  - **1:1 Counselling & Mentoring:** Regular, scheduled sessions with trained practitioners to explore worries and build coping mechanisms.
  - **Draw and Talk & Theraplay-based Sessions:** Child-centred, play-based emotional interventions to support children who find verbal communication challenging.
  - **Lego Therapy:** Structured, collaborative small-group sessions designed to develop turn-taking, verbal communication, joint problem-solving, and teamwork.
- **Social Communication & Friendship Building:**
  - **Social Skills & Emotional Literacy Groups:** Focus on recognising emotions in oneself and others, using tools such as *Zones of Regulation* and social stories to navigate peer dynamics.
  - **Peer Coaching & Buddy Systems:** Pairing children with trained older peers to foster belonging and reduce isolation.
- **Supported Playtimes and Transitions:**
  - **Designated Quiet & Sensory Spaces:** Supervised lunchtime nurture areas, sensory gardens, and calming rooms for children who find the playground overwhelming.
  - **Structured Playtime Clubs:** Teacher- and mentor-led lunchtime groups (including gardening, board games, and cooking) that offer structured, predictable environments to practice cooperative play.

2. Listening to the Views and 'Voice' of Pupils with SEND

Pupil voice is central to our graduated approach. We ensure that children with SEND have regular, accessible opportunities to share their feelings, advocate for themselves, and shape their own learning:

- **Person-Centred Reviews:** Pupils are actively supported to contribute to their own Individual Education Plans (IEPs) and Annual Reviews using child-friendly tools, visual surveys, or video/photo journals to share what helps them learn and what worries them.
- **Accessible Communication Tools:** For pupils with speech, language, or communication needs (SLCN), we employ visual scales, feelings check-in boards (e.g., visual traffic lights or emotion thermometers), and AAC (Augmentative and Alternative Communication) devices to ensure their views are accurately captured.
- **Designated Key Workers:** Every child accessing targeted pastoral support has an identified, trusted adult with whom they can check in daily during soft-start mornings or scheduled reflection time.
- **Inclusive Pupil Leadership:** Children with SEND are actively encouraged and supported to participate in our Junior Leadership Team (School Council), ensuring diverse representation across whole-school decision-making.

3. Proactive Measures to Prevent and Address Bullying

Children with SEND can be disproportionately vulnerable to peer-on-peer bullying, social exclusion, or relational conflict. We maintain a zero-tolerance approach and employ robust, proactive safeguarding strategies:

- **Whole-School Awareness & Acceptance:** Our RSE curriculum, assembly programmes, and annual Anti-Bullying Week activities explicitly teach difference, neurodiversity, empathy, and positive online/offline relationships.
- **Accessible Reporting Channels:** Children with SEND know who their trusted adults are. We provide low-barrier reporting mechanisms, such as worry boxes in every classroom, visual feeling jars, and regular pastoral drop-ins.
- **High-Visibility Staffing & Playground Mapping:** Playtimes are zoned and monitored strategically by staff trained to spot subtle signs of distress, social withdrawal, or masking in neurodivergent children.
- **Restorative & Educative Practice:** When peer conflicts or incidents of unkindness occur, our pastoral team uses restorative conversations supported by visual comic-strip conversations or social stories, helping all children understand the impact of their actions in a concrete, constructive manner.
- **Close Partnership with Parents/Carers:** We maintain open, frequent communication with families, reviewing behaviour logs and attendance patterns collaboratively to address emerging pastoral concerns at the earliest possible stage.

14. Supporting pupils moving between phases and joining or leaving the school

Rockliffe Manor understands what a stressful time moving schools/classes can be, therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include:

If your child is joining us from pre-school / nursery (Early Years transition)

● Our SENCo/ Early Years Foundation Stage (EYFS) Leader or class teachers visit feeder nurseries and pre-schools to observe your child in their familiar setting, liaise with keyworkers, and attend pre-school Annual Reviews or Team Around the Child (TAC) meetings.

- If your child would benefit from visual support, we create a bespoke transition book or social story featuring photographs of their new classroom, cloakroom, playground, and key members of staff to read at home over the holidays.
- Your child will be invited to attend informal 'play date' sessions to explore the environment at their own pace.
- Where needed, we arrange enhanced, small-group or individual visits during quieter times of the day to help desensitise your child to the school environment.
- We hold dedicated new-starter meetings and 1:1 parent consultations to discuss medical needs, sensory profiles, and specific support strategies before your child's first day.

If your child is joining us from another primary school (in-year transfer):

●Our SENCo contacts your child's previous setting to discuss existing support, review their SEN Support Plan, Individual Healthcare Plan (IHP), or Education, Health and Care Plan (EHCP), and request all relevant professional records without delay.

- Pre-Admission Meeting: We meet with parents/carers and your child to understand their strengths, interests, triggers, and any reasonable adjustments required from day one.
- We arrange tailored visits or taster mornings, paired with a welcoming peer buddy, so your child feels supported from the moment they arrive.
- We provide visual maps, timetables, and social stories to familiarise your child with the school layout, daily routines, and school uniform prior to their official start date.

When your child moves between year groups within Rockliffe Manor:

- Dedicated transition meetings take place between current and receiving teachers and support staff to share successful teaching strategies, one-page profiles, and sensory needs.
- Children spend structured time in their new classroom with their new adults towards the end of the summer term.
- Pupils who find extended holidays challenging receive updated transition booklets with photographs of their new staff and room to revisit over the summer break.

If your child is moving to another school or transitioning to secondary school:

- Our SENCo liaises directly with the receiving school's SENCo to detail your child's needs, sharing effective pedagogical approaches, access arrangements, and pastoral strategies. Where appropriate, joint planning meetings are held.
- We ensure all SEND documentation, EHCPs, professional reports (e.g., Speech & Language, Educational Psychology), and progress files are securely transferred promptly.
- For Year 6 pupils moving to secondary school, we arrange enhanced visits, secondary staff visits to our setting, small-group transition workshops, and peer-buddy links.
- We work with your child to create a keepsake transition passport or social story addressing specific worries—such as larger site navigation, travelling independently, and reading a secondary timetable—to build confidence and resilience.

15. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 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

16. Contact details for further information

At Rockliffe Manor, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If you have any questions or concerns, we ask parents to contact the following:

Class teacher - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.

Inclusion Leader/SENCO - Should you wish to discuss your concerns further; you could contact the Inclusion Leader, Mrs G Caller, by making an appointment at the School Office.

Headteacher - If you still have concerns regarding the provision for your child, then please contact our Headteacher who will investigate your concern.

Chair of Local Community Council - In the unlikely event your concern is not resolved, then please make contact with our Chair of LCC in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

17. Services to support parents of pupils with SEND

At Rockliffe Manor we value working in partnership with our parents. We understand that you know your child best. As a school we want to work closely with you as parents and carers to ensure the best outcomes for your child. Collaboration and the regular reviewing of our provision and targets will enable children with SEND to thrive.

Parents are welcome to join our Friends of Rockliffe Parent Group and Parent Network Group. Friends of Rockliffe meet regularly and organise fundraising events for the school. Our Parent Network Group is a forum for parents of children with SEND to share tips, advice and to support each other.

Parents can also access support from other services like Children and Adolescent Mental Health Services, Mental Health in Schools Team (CAMHS MHST), Family First Reform (Previously known as FaAss).

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS - formerly Parent Partnership Service) is available to give impartial advice and support should you need it.

18. The local authority Local Offer

Our local authority's local offer:
https://greenwichcommunitydirectory.org.uk/children-young-people-additional-needs