

ROCKMOUNT PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY October 2025
Review: October 2027

SEND Inclusion Statement

Rockmount School is committed to an inclusive approach in all aspects of school life. We welcome everyone into our school community and ensure that we offer the best education for all children, enabling them to achieve their full potential in all areas of personal development.

We take account of the varied life experiences and needs of our pupils and offer a broad and balanced curriculum. We have high expectations for all children; the achievement, attitude and well-being of every individual pupil is at the heart of all we do and is the responsibility of every person within the school community.

Educational inclusion is about equal opportunities for all members of the school community. We are a reflective school, continually adapting our practice to meet the needs of our pupils, staff and community members. All our children should play a positive role in a society where diversity is recognised and respected. We believe that every person should be valued equally and have the same opportunity to realise his or her potential.

Legislation and Guidance

This SEND Policy was developed in consultation with staff, parents/carers and governors and is written with reference to:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND

Our Aims:

- To ensure that provision for pupils with Special Educational Needs and Disabilities is an integral part of whole school provision
- To ensure that children with SEND can engage successfully in all school activities, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents/carers and key external agencies in a collaborative and coordinated approach to planning and reviewing provision
- To ensure appropriate training is provided to develop a high level of staff expertise to meet pupil needs
- To promote independence and resilience in pupils with SEND to ensure they are well-prepared for the transition to the next phase of education and adulthood

At Rockmount, we work to ensure that children with SEND:

- Are supported to ensure they have positive mental health and wellbeing
- Feel secure and well cared for within the school community
- Are supported through an effective home-school partnership
- Know that their contributions are valued
- Appreciate and value the differences they see in others

- Are taught in groupings which allow them to experience success
- Use materials and resources that reflect the diversity within our community
- Have a common curriculum experience that caters for a range of different learning styles and needs
- Have challenging targets appropriate to their needs
- Are provided with specific resources appropriate to their needs

Key Roles and Responsibilities

Headteacher	Helen Carvall	hcarvall@rockmount.croydon.sch.uk
Deputy Headteachers	Amber Pearless	amberg@rockmount.croydon.sch.uk
	Vivien Bull	vbull@rockmount.croydon.sch.uk
Assistant Headteacher	Donna Rankine	drankine@rockmount.croydon.sch.uk
Special Educational Needs Coordinators	Amber Pearless Hayley Gorman	senco@rockmount.croydon.sch.uk
SEND Governor	Sarah Hubbard	office@rockmount.croydon.sch.uk

Admission Arrangements for Pupils with SEND

The school's admission arrangements state clearly that no child will be discriminated against due to the child having a Special Educational Need or Disability.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority. The Local Authority must comply with parental request and name the school in the EHC Plan unless:

- It would be unsuitable for the age, ability, aptitude or Special Educational Need of the child or
- The attendance of the child would be incompatible with the efficient education of others at the school or the efficient use of resources

Once a consultation is received for a child with an EHCP, the SENCOs will spend time reviewing the paperwork and organising observations to see the child at their current setting where appropriate to inform their response to the consultation. All responses to consultations consider if we are the best provision for that child throughout their entire primary experience based on the provision that we have in place whilst giving regard to the above. Where consultations are accepted, the SENCO will liaise with parents/carers and key agencies to ensure there is appropriate support in place for pupils with SEND entering the school. This will be kept under review following the annual review procedure. The SENCOs will discuss with parent/carers on an individual basis what the transition to our school will be for their child.

Definitions

The school uses the definition of *Special Educational Needs and Disability* as set out in the [SEND Code of Practice 2015](#) and the [Equality Act 2010](#)

A child has *Special Educational Needs*, if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age or
- 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

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Identifying Special Educational Needs

We recognise the importance of early identification and we have robust measures in place to identify children who have difficulties with any aspects of learning or development.

Early identification is supported by:

- Information given from parents/carers on a child's entry to school
- Information given from previous settings or other professionals on a child's entry to school
- School tracking systems to monitor progress and attainment

- Discussion of significant concerns raised by parents/carers or staff

Working in partnership with parents

Rockmount Primary believes that a close working relationship with parents/carers is vital to ensure:

- The concerns and views of the parents/carers are considered
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the next steps

Contact with parents and carers will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to other organisations if specific advice, guidance and support is required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil (where appropriate) will be consulted about future provision. Parents/Carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time about SEND matters.

Meeting the Needs of Pupils with SEND

When it is evident that a child will require higher levels and more tailored support than is available through Quality First Teaching, we will offer SEND Support. Parents/Carers will be notified that their child will receive additional support and the child will be placed on the Inclusion Register, where his/her progress and provision can be monitored more closely.

The Inclusion Register

This provides a record of all pupils receiving SEND support to:

- Monitor the progress, achievements and wellbeing of all pupils with SEND
- Give an overview of the range and level of need across the school
- Ensure that school provision reflects and is responsive to the current level of pupil need

Once a child is identified as requiring SEND, **The Graduated Response** is put into place. This follows the model described in the SEND Code of Practice.

The Graduated Response

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Class teachers will use the local offer document to inform their observations and decide next steps
- The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching styles that need to be applied
- The SENCO will be consulted for support and advice if necessary and may wish to observe the pupil in class

Through the above actions, it can be determined which level of provision the pupil will need. If a pupil has recently been removed from the Inclusion Register they may also fall into this category as continued monitoring will be necessary.

Parents/ carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the child's class teacher at any stage.

A pupil is monitored if a concern is raised by a parent/carer or teacher but this does not automatically place the pupil on the school's Inclusion Register. Concerns are discussed with parents/carers. They are recorded by the school as an aid to ensure progression and for future reference.

Pupil Progress Meetings and Parent/Carer Evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent upon individual progress.

SEND Support:

Where it is determined that a pupil does have a Special Educational Need, parents/carers will be formally advised of this before their child is placed on the school Inclusion Register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and remove barriers to learning. The support provided consists of a four-part process of assessment, planning, intervention and review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle also enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assessment

In identifying a child as needing SEND support the teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents/carers. The opinions and feelings of the individual child and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention are matched to need; barriers to learning are identified and challenged and that the interventions used are developing and evolving as required. Where external professionals are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Planning

When it is decided to provide a pupil with SEND support, parents/carers will be informed. Planning will involve consultation between the teacher, senior staff or the SENCO and parents/carers to agree on the adjustments, interventions and support that are required; the impact on progress, development, wellbeing and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided any particular teaching strategies/approaches that are being employed and the outcomes sought.

Interventions

The class teacher remains responsible for working with the pupil daily. He/she will retain responsibility even where the interventions may involve group or 1:1 teaching away from the main classroom. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and maintain links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising regarding the implementation of effective support will be provided by senior staff or the SENCO as appropriate. The school has a wide range of interventions, support and additional resources available. These are detailed on the Rockmount Provision Mapping Menu.

Review

The progress of all pupils is monitored on an ongoing basis. Formal target setting meetings take place on a termly basis where all children's attainment and progress are reviewed. There will be regular meetings with class teachers and senior staff or the SENCO throughout the year to evaluate the impact and quality of the support and interventions. Senior staff or the SENCO will revise the support and, in light of pupil progress and development, make any necessary amendments going forward, in consultation with parents/carers and staff.

Removal of a Pupil from the SEND Register (Inclusion Register)

If a child makes good progress and achieves the outcomes set, they may no longer need SEN Support and the SENCO and Headteacher may decide to remove his/her name from the Inclusion Register.

Parents/carers will be notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Referral for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which can be requested by the school or by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil is such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, teachers, senior staff or the SENCO and any outside agencies involved with the child.

The application for an Education, Health and Care Plan will be considered by a panel of people from education, health and social care to decide upon whether the pupil is eligible for the EHC Plan.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the [SEND Local Offer](#) or by speaking to the Croydon Special Education Needs team on

020 8604 7263

or Parents in Partnership on

0208 663 5626

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Croydon Council if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the plan
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice
- Once the EHC Plan has been completed and agreed upon, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Meeting the Needs of Pupils with Medical Conditions

In compliance with statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in Health Care Plans which are:

- Produced through collaboration with parents/carers, pupils (as appropriate), staff and health care professionals
- Shared with all relevant school staff

- Reviewed annually to reflect changing needs and support. If changes occur before the review, it is the responsibility of the parent/carer to inform the school so that the plan can be updated earlier

Where a pupil also has a disability or Special Educational Need, the Health Care Plan will be closely linked to his/her provision in a coordinated approach.

Appropriate training will be provided for staff working with a pupil with medical needs.

Further details can be found in our 'Medical Conditions in School' Policy

Access to the Curriculum for Pupils with SEND

The SENCO and Senior Leaders are responsible for:

- Keeping relevant staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Supporting class teachers to adapt the curriculum to enable access for all pupils as required
- Supporting in class provision and support staff to be deployed effectively
- Ensuring individual or small group tuition is available where it is felt that pupils would benefit from this provision
- Ensuring that teaching styles are adapted where necessary
- Considering the physical environment and making changes to accommodate individual needs
- Ensuring resources are adapted as appropriate and specialist equipment is provided where needed
- Supporting staff as needed to set appropriate and achievable individual targets to motivate pupils to do their best
- Celebrating achievements at all levels
- Encouraging pupils with SEND to participate in extra-curricular activities
- Ensuring that SEND pupils with social, mental and emotional health/wellbeing needs are integrated fully into the life of the school
- Updating the SEND and Medical sections on the website

Home Learning

Extended periods of home learning, such as recovering at home following an operation, can be very challenging for pupils, particularly those with SEND. To support those pupils upon their return to school, a range of strategies are put in place to ensure that each child continues to make progress. Initially, class teachers make assessments of each pupil to enable an individual plan of support to be created where relevant. Examples of the interventions put in place include:

- Bespoke provision tailored to the pupil's needs
- Implementation of the catch-up funding to facilitate interventions
- Utilising the specialist skills of staff to support specific areas of learning
- Seeking advice from external specialist services

Bullying

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEND have a named adult to report any incidents of bullying to, this is usually their class teacher. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community, we ensure our effectiveness in reducing and responding to bullying.

Transition Arrangements

The school seeks to ensure a successful transition between phases of education and this is a key responsibility of senior staff and the SENCO.

For pupils joining Rockmount with an identified need, we will seek information from the child's parent/carer, pre-school setting or previous school. Where the level of need is high, a detailed Transition Plan may be put in place setting out clearly how the transition will be managed. This is likely to be the case when a child has an Education Health and Care Plan. For a child moving to secondary school, the

SENCO will make contact with the new school to ensure all appropriate information is shared to provide continuity for the child and family.

Allocation of Funding and Resources

The school receives funding annually from the Local Authority to facilitate enhanced provision for pupils with SEND. The Senior Leadership Team and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the school. A top-up fund is provided by the Local Authority for children with an Education, Health and Care Plan. This is based upon the pupil's needs as stated in the plan.

Monitoring and Evaluating SEND Provision

The school undergoes an active process of continual review and improvement for all pupils, including those pupils with SEND. When evaluating the quality of SEND provision, the school will take into account a range of evidence including:

- Looking at the levels of achievement of pupils with SEND compared to standards achieved by this group nationally
- Case studies of individual pupils
- Monitoring of intervention programmes
- Views and feedback from parents/carers and pupils

Expertise and Staff Training (CPD)

We aim to keep all staff up to date with relevant training and development in relation to the needs of pupils with SEND.

The school seeks the support of the local Educational Psychology Service when a need for specialist training is identified. The Senior Leadership Team considers the relevance of specific training carefully and aims to meet the needs of staff dealing with specific SEND issues.

The SENCO attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants working with specific pupils are offered training opportunities through a range of internal and external sources.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

The Senior Leadership Team and SENCOs ensure that training opportunities are matched to school development priorities and to the needs of pupils identified through the Inclusion Register.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made, in the first instance, with the class teacher. Senior staff, the SENCO or the Headteacher will offer advice on formal procedures for complaints should that become necessary.

A copy of the Complaints Procedure is available on the school website.

Links with other policies and documents

This policy links to:

- [SEND Report 2024](#)
- [Supporting Pupils with Medical Conditions in School](#)
- [Accessibility Plan](#)
- [Croydon's Local Offer for SEND](#)
- [Behaviour policy](#)
- [Equality policy](#)
- [Attendance policy](#)
- [Safeguarding policy](#)
- [Complaints policy](#)
- [SEND information from Croydon](#)

Local and National Services and Organisations

Croydon Educational Psychology Service	020 8241 5468
Croydon CAMHS	020 3228 0000
Occupational Therapy Service	020 8274 6854/50
Speech and Language Therapy Service	020 8714 2594
Community Paediatricians	020 8401 3982 (option 1)
Peripatetic Visual Impairment Service	020 8760 5784
Peripatetic Hearing Impairment Service	020 8760 5783
Croydon Locality Early Help Team	earlyhelp@croydon.gov.uk / 020 8760 5701
Croydon Primary Behaviour Support team	020 8686 0393
The Teaching and Learning Collaboration (TLC)	partners@thetc.org
Primary Fair Access Panel	020 8726 6162
Parents in Partnership	020 8663 5625
SENDIASS (SEND support for parents/carers)	020 8152 4558

Signed ----- (Chair of Governors)

Signed ----- (Headteacher)

Date -----