

ROCKMOUNT PRIMARY SCHOOL

Meeting the Needs of Pupils with Special Educational Needs and Disabilities
SEN Information Report
September 2025

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and preparation for adulthood.

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.

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.

We carefully monitor the achievement and wellbeing of different groups of learners to make appropriate provision for ever-changing needs. We use varied access arrangements and teaching styles to ensure that all pupils are provided with an appropriate and accessible curriculum which allows them to develop and progress at their level.

What support do we offer?

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN, January 2015.

Roles and responsibilities

Who should I contact to discuss the concerns or needs of my child?

Class teacher

He/she is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils in their class, including those with an EHCP
- Checking on the progress of your child, identifying specific needs, planning and ensuring the delivery of any additional support required
- Devising and maintaining personalised learning plans / individual education plans to prioritise and focus on the next steps required for your child to improve learning
- Applying the school's SEND Policy
- Acting on appropriate advice from other professionals
- Implementing strategies and recommendations as noted with EHCPs and IEPs
- Leading and contributing to annual reviews
- Completing relevant referrals and documents after discussion with the parent/carers and SENCOs

We had approx. 97 children on our Inclusion Register for a variety of reasons. The biggest area of need was Speech, Language and Communication Needs with 32% of our children on the inclusion register for this particular area. This is compared to 25.7% of children nationally. This was closely followed by Social, Emotional and Mental Health needs with 27% of our children on the register compared to 23.6% nationally.

Last year, 2.4% of our children who have been identified as having SEN also had an EHCP. This is compared to the national average of 5.3% of children having an EHC plan and 3.5% of children having an EHC plan in state-funded primary schools.

SEN Support - Assessment, Planning and Review

How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEN. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN.

Class teachers are responsible for identifying pupils who are not making appropriate progress. Formal meetings are held each term between class teachers and senior leaders to look at the progress of all pupils across the school.

When it is evident that a child will require a higher level of 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 when this is anticipated to be longer term. The child will be placed on the Inclusion Register, where his/her progress and provision can be monitored more closely.

The provision will be regularly reviewed following the graduated approach cycle of:



Following discussions with key staff and parents/carers, additional support or intervention programmes may be put in place where appropriate. Short term targets will be agreed to prioritise the key areas of learning which have been identified for your child. Appropriate provision will be put in place to support your child to achieve these targets and this will be recorded on an Individual Education and Provision Plan when the need is anticipated to be longer term. The impact of any additional support will be reviewed regularly and you will be kept informed regarding the progress your child is making by the class teacher. Pupils are, wherever possible, involved in discussions regarding their targets, the support they receive and the progress they are making. Where there are continued concerns that a pupil is not making progress, further assessments will take place where appropriate.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychology Service or Speech and Language Service. A referral for support from an outside agency will only be made with your consent unless there is a safeguarding concern.

If your child does not make appropriate progress despite an increased level of support over a measured period of time, the decision may be made to request an Education, Health and Care Plan. The SENCO will discuss this process with you as there are various steps which need to be fulfilled before an EHCP application can be made. Most needs are met through the universal offer of support combined with the Quality First Teaching strategies which are in place, therefore, the need for an EHCP application is

carefully monitored following the Graduated Approach. This will be discussed with you in further detail should staff believe that an EHCP application is needed for your child. The SENCO will also explain how an EHCP may benefit your child and what additional options this may offer. You will also be given details of parent/carers organisations which can offer you advice and support.

More information about our SEN provision can be found here:

<https://www.rockmountprimaryschool.co.uk/special-educational-needs-and-disability-send-1/>

Tests and Examinations: Access Arrangement

For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time; rest breaks or the use of a scribe.

The relevant member of staff will talk to you if they feel that your child would benefit from these additional arrangements.

Please note, a child doesn't need an official diagnosis to receive additional arrangements and adjustments as this can also be based on teacher observations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teaching is adapted to meet the diverse range of needs in each class. Daily planning takes into account the needs and requirements of individual pupils. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Flexible grouping arrangements and support from additional adults are used to help groups and individual pupils, with a long-term goal of encouraging and developing independent learning skills.

If required, more specific interventions are available to support groups and individuals in developing key areas of their learning and development. Details of the additional support offered to your child will be included in their Individual Education Plan and will be discussed with you.

A range of interventions and support are available to promote progress in specific areas of identified need. These will be offered as required based on teacher observations:

Interventions and Support

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Cognition and Learning:

- Curriculum access support
- Literacy Support
- Numeracy Support
- Homework Club
- Home/School Support Pack
- Home/School Contact Book
- Read Write Inc. Phonics scheme
- Reading support
- Dyslexia support
- Higher Level Challenge by differentiation within the year group
- Educational Psychologist services

Social Mental and Emotional Health/ Wellbeing

- Social Skills Groups
- Learning Mentor support
- Pastoral Support Plan
- Behaviour Support groups
- Nurture Groups
- Conflict Resolution support
- Alternative lunchtime club
- CAMHS
- Specialist assessment tools
- Croydon MHST
- Duffus Community Foundation
- Bereavement support
- ELSA sessions
- Brick by Brick

Sensory and Physical:

- Handwriting programmes
- Gross motor skills support
- Fine motor skills support
- Sensory resources
- Visual Impairment support
- Hearing Impairment support
- Physiotherapy services

Communication and Interaction:

- Speech and Language programmes
- Partners in Talking Programme
- Specific vocabulary support
- Visual Timetables/Cue Cards/widgets
- Speech and Language Therapy Services

<ul style="list-style-type: none"> • Occupational Therapy services • Specialist equipment 	<ul style="list-style-type: none"> • Words with Symbols (ICT) • Adapt to Learn – Social Communication/ASD Support
Access What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extracurricular activities?	
<p>We have an Accessibility Plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that any reasonable adaptations are made to support this. The school's Accessibility Plan is updated annually.</p> <p>Depending upon the specific needs of your child, a more personalised access plan or medical plan may be drawn up in consultation with you and relevant professionals. This will be reviewed and updated regularly.</p> <p>We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the wide range of extra-curricular activities the school offers including school clubs, educational visits and residential trips.</p>	
Staffing Expertise How skilled are staff in meeting the needs of my child?	
<p>Provision for pupils with SEND is included in our regular monitoring of the quality of teaching across the school. This helps to identify priorities for our ongoing programme of staff professional development and training and ensures that all teachers and support staff have appropriate skills and knowledge to support provision for children with additional needs.</p> <p>SENCOs actively engage in a range of opportunities to share best practices and keep abreast of current local and national initiatives and policies to support pupils with additional needs. The school also seeks advice and guidance from relevant agencies to support staff in evaluating and developing provisions for pupils who have the most complex needs.</p> <p>Considerable thought, planning and preparation goes into utilising our resources to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the ongoing expertise of our staff. We have staff with expertise in many areas including:</p> <ul style="list-style-type: none"> • Autism and Social Communication difficulties • Dyslexia (specific literacy difficulties) • Catch-up Maths programmes • Speech and Language development • Language Development and Acquisition • Medical Needs and Conditions • Learning Mentor support for the wellbeing and positive mental health of vulnerable pupils • Mentors trained to use Restorative Approaches to manage conflict • Wellbeing Practitioners to support emotional needs and mental health issues • Emotional Literacy Support Assistant (ELSA) 	

External partnerships

What support from outside does the school use to help my child?

The school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Early Help Team
- Visual Impairment team
- Hearing Impairment Team
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy
- Mental Health Schools Team
- Adapt To Learn (Social Communication Needs and Autism)
- Croydon National Autistic Society
- Croydon Sensory Support Service
- Croydon Locality SEND support
- Healthy Relationship Advisory Forum
- Inclusion Forum
- Family Lives Parent Partnership Service: Tel: 020 3131 3150 (The Parent Partnership Service provides independent information, advice and guidance for parents /carers of children and young people with SEND)
- Virtual School for Children who are Looked After virtualschool@croydon.gov.uk –(This service oversees and monitors provision for children who are in the care of the Local Authority)

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEND.

(<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>)

Transition

How will the school help my child to move between year groups and schools?

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support their wellbeing and positive mental health through successful transition and ensure consistency of support:

When joining our Nursery/Reception Classes:

The Early Years Leader or SENCO will contact the pre-school setting to seek information regarding the nature and level of needs of pupils identified with SEND and the provision that has already been offered to overcome these barriers. Discussions will be held with parents/carers to share information. If the pupil has more significant needs and /or has support from other professional agencies, more formal transition meetings will be arranged and documented this may include options such as a reduced timetable to support a positive and successful transition.

When moving to/from another school:

We will contact the School SENCO and share information about special arrangements and support currently in place to help your child achieve their learning goals.

We will ensure that all records are passed between schools in the Summer term to support planning for the receiving school.

When moving between classes and phases

An information sharing meeting will take place between the current and new teacher.

Opportunities will be provided for your child to visit the new class and meet the teacher and other key staff. Children will also have the opportunity to receive a transition booklet which they can access over the summer holidays to help support their return in the Autumn term. These are available on the school website.

When moving to secondary school:

Our SENCO will encourage parents and carers to visit a range of secondary schools and will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition.

Where a child has an EHCP, the SENCO from the secondary school will also be invited to the Year 6 annual review meeting where appropriate.

Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move and you are encouraged to share any relevant information/documents with the secondary school to support the transition.

Engagement with Pupils and Families

How are children and parents/carers involved in decisions about support and provision?

The views of parents/carers and children are an extremely important part of the process of identification and support of an individual child's Special Educational Need. The school will work in partnership with you to do the very best for your child. Meetings will take place to discuss your child's needs, targets, progress and provision. Parents/carers and children (where appropriate) will be involved at every stage and all aspects of the process will be fully explained to you. The school SENCOs will be happy to discuss any issues or concerns you may have.

Throughout the year, there will be opportunities offered to parents/carers which are led by other professionals who support SEND across the school, for example, the EP and the Locality SENCO. This is a further opportunity for you to find out more about the provision on offer at Rockmount and within Croydon. If you have concerns about your child, it is beneficial to attend these meetings to find out further information and to have the opportunity for question and answer sessions to support your understanding of how provision is allocated.

We are always keen to support parents and carers and to take your views on how we can continue to develop positive experiences and promote wellbeing for SEND pupils at Rockmount. Please do not hesitate to contact us if you require further information or would like to discuss any aspect of our SEND provision.

Arrangements for handling complaints

What should I do if I am unhappy about the support for my child?

If you are unhappy about any aspect of the support given to your child, please speak to the class teacher via the year group email as soon as possible. Depending on the nature of your concern, a meeting will be held with the class teacher, the SENCO or one of the senior leaders. We will work with you to resolve any issues and alleviate your concerns. Depending on the concern and where appropriate, we may be able to make arrangements for you to discuss concerns with other key professionals such as the Locality SENCO. If you are still unhappy and do not feel the matter is fully resolved the school will recommend that you seek support from SENDIAS, the local Special Educational Need Information and Advice Service.

If your concern is directly related to decisions around an Education, Health and Care Plan, this will be managed directly by the Croydon SEND Team via your child's EHCP Coordinator.

If your concerns are still unresolved you may be advised to make a formal complaint via the school Complaints Procedure which is available on the school website:

www.rockmountprimaryschool.co.uk

Links with other policies and documents

This policy links to:

- SEND Policy
- Supporting Pupils with Medical Conditions in School
- Accessibility Plan
- Croydon's Local Offer for SEND

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

- Mental Capacity Act 2005
- Department for Education Code of Practice for SEN