

SEND Information Report

School name	Rockingham Junior and Infant School
Address	Roughwood Road, Rotherham, S61 4HY
Headteacher	Mrs Louise Rennison
Telephone Number	01709 740266
Age group	Primary 2-11 years
Number on roll	306
Number of SEND pupils	86
Number of children with EHCP	13
Link to current inclusion/ SEND policy	Inclusion policy
Link to current Accessibility Plan	Accessibility Plan
Key Staff	Inclusion Lead: Mrs Chloe Marsden chloe.marsden@willowtreeacademy.org Pastoral Lead: Miss Amelia Depledge amelia.depledge@willowtreeacademy.org Safeguarding Lead (DSL): Mrs Louise Rennison louise.rennison@willowtreeacademy.org Lead Governor for SEND: Mr Tony Trueman tony.trueman@willowtreeacademy.org

External Support Services

- Rotherham SEND Local Offer: www.rotherhamsendlocaloffer.org.uk
- Rotherham Parent Carers Forum: www.rpcf.co.uk
- Rotherham SENDIASS (Independent Advice): www.rotherhamsendiass.org.uk

Last Updated: November 2025

Next Review: November 2026

Available in alternative formats upon request (large print, audio, easy read)

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Our Vision for Inclusion

‘Together anything is possible.’

Rockingham Junior and Infant School, as part of the Willow Tree Academy, is a fully inclusive school. We ensure that all pupils are included in all aspects of learning and school life. We are passionate about giving children profound learning experiences and opportunities both in the classroom and beyond.

What we believe

- Every child deserves an excellent education tailored to their needs
- Disabilities and differences are valued parts of our diverse community
- Children and parents are experts on their own needs
- Early identification and intervention make a real difference
- Inclusive teaching benefits all pupils
- Partnership with families and external agencies is essential

Our Commitment

We are committed to:

- Providing high-quality, inclusive teaching for all pupils
- Removing barriers to learning and participation
- Celebrating the achievements of all pupils
- Challenging negative attitudes about disability
- Continuously improving our provision based on outcomes and feedback

What is SEND?

As defined by the Children and Families Act 2014, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age, OR
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age

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Four areas of SEND

At Rockingham Junior and Infant School, we are committed to supporting the diverse learning needs of all our pupils. We provide a nurturing and inclusive environment that caters to a range of special educational needs and disabilities (SEND).

Our school currently supports students across all four areas of SEND;

- Communication and Interaction,

(including but not limited to Autism Spectrum Disorder, Speech and Language Difficulties, Social Communication needs)

- Cognition and Learning,

(including but not exhaustive of Moderate learning difficulties and specific learning difficulties such as dyslexia)

- Social, Emotional and Mental Health and Wellbeing,

(including but not exhaustive of Anxiety disorders, SEMH needs, Attachment difficulties, behavioural challenges, adverse childhood experiences and trauma)

- Sensory and Physical.

(including but not exhaustive of Physical impairment, Visual impairment, Hearing impairment or medical needs such as epilepsy and diabetes)

We work closely with pupils, families, and a range of external professionals to ensure appropriate provisions and personalised support is in place to meet the unique needs of each child. This may include specialised teaching methods, targeted interventions, assistive technologies, and access to additional therapies or support services.

Our inclusive approach and commitment to equity enable us to create a learning environment where all students can thrive, develop their full potential, and actively participate in the life of the school.

How we identify and support SEND

At some stage of a child's education they may require additional support for a period of time to help meet their needs or improve their learning. The decision to do this is made by school and parents and is based on a variety of factors including academic progress, personal attainment and/or concerns about a specific area of learning or social, emotional and mental wellbeing.

Stage 1: Quality First Teaching (Universal Provision)

For ALL pupils, teachers provide:

- Inclusive lessons which use adaptations to ensure we are responsive to needs
- Clear learning objectives and success criteria
- Multi-sensory teaching approaches
- Visual aids and scaffolding
- Flexible grouping arrangements
- Regular assessment and feedback
- Positive behaviour management

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Stage 2: Targeted Support (Early Identification)

If concerns arise about a child's progress or wellbeing, we:

Observe and assess

- Classroom observations
- Learning style assessment
- Discussions with child and parents
-

Implement targeted strategies

- Enhanced adaptations
- Small group interventions
- Specific classroom adjustments

Review impact

If progress is made: continue with Quality First Teaching

If concerns remain: move to Stage 3

Stage 3: SEN Support (Code K)

If a pupil requires support additional to and different from that provided through Quality First Teaching, we:

- Complete an Early Identification Form (EIF)
- Documents current provision
- Identify specific areas of strength and need
- Gather input from child, parents, and staff
- Discuss with SENCO
- Review evidence
- Obtain parental consent
- Add pupil to SEND register (Code K)
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- Create an Individual Development Plan (IDP)
- Set SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound)
- Identify specific interventions
- Detail classroom strategies
- Include pupil and parent views
- Interventions run alongside Quality First Teaching
- Evidence gathered in IDP books
- Regular communication with parents via Class Dojo
- Review termly (Autumn, Spring, Summer) - with parents/carers and the child

Stage 4: Specialist Support (SEND Plan)

For pupils with more complex needs or who are not making expected progress, we:

Refer to external specialists (with parental consent)

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- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Specialist Inclusion Team
- CAMHS (Child and Adolescent Mental Health Services)
- Visual/Hearing Impairment Teams

Create a SEND Plan

- Shows continuum of support
- Incorporates specialist advice
- Tracks impact over time
- Reviewed termly with all involved

Stage 5: Education, Health and Care Plan (EHCP)

For children with severe, complex, or long-term needs requiring support beyond that available through SEN Support, we may apply for an EHCP.

An EHCP:

- Is a legal document for children and young people up to age 25
- Identifies educational, health, and social needs
- Specifies the additional support required to meet those needs
- Is reviewed annually

Our SEND Provision: What Support Looks Like

Quality First Teaching

Adaptive lessons matching learning styles

Visual timetables

Scaffolds

Flexible groupings

Access to movement breaks

Positive reinforcement systems

Targeted Interventions

Communication and Language

Speech and Language Therapy programmes
(following SALT recommendations)

Colourful Semantics

Lego Play (for social interaction)

Cognition and Learning

Little Wandle Rapid Catch Up

Reading intervention groups

Handwriting groups

Spelling interventions

Guided reading support

Times Table Rock Stars

Concrete-Pictorial-Abstract approaches

Pre-teaching of maths concepts

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Social, Emotional and Mental Health

The LEAF @ Rockingham

Our specialist forest school base for SEMH support, staffed by trained pastoral team members.

A calm, outdoor, nurturing environment for pupils experiencing emotional difficulties

Provides therapeutic interventions and emotional regulation support

Offers a graduated return-to-class programme

ELSA (Emotional Literacy Support Assistant) sessions

Nurture provision

Friendship groups

Social skills groups

Anger management support

Anxiety support

Drawing and Talking Therapy

Bereavement support

Team Around a Child support

My Happy Mind: Whole-school wellbeing

curriculum delivered weekly

P4C (Philosophy for Children): Critical thinking and discussion skills

Restorative Practice: Relationship-focused behaviour support

Individual Behaviour Plans: For pupils needing specific strategies

Sensory circuits: Morning regulation activities

Lunchtime clubs: Supervised activities for vulnerable pupils

Sensory and Physical

Classroom adjustments include:

Sensory regulation tools (fidgets, wobble cushions, ear defenders)

Movement breaks

Flexible seating (standing desks, exercise balls, cushions)

Modified PE equipment

2 designated sensory regulation spaces

Specialist equipment

Technology and Assistive Resources

Consulting with parents/carers

We pride ourselves in having excellent relationships with parents and carers keeping them informed and updated on their child's education.

We highly value the partnership between home and school and welcome collaborative working in order to best support our pupils.

Communication and consultation with families of SEND pupils happens through:

- Termly SEN reviews where parents collaborate with their child and the class teacher/SENCO in target reviewing and setting
- Letters to communicate progress towards targets set through outside agencies

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- Parents evenings
- Meetings scheduled with outside agencies
- Newsletters
- Interim reports completed by children - ROA Day
- Coffee Morning/Afternoons with the SENCO/ IBL
- Parent voice surveys

If, at any point, a parent wishes to make a complaint concerning the provision made in school for their child with SEND, they should contact the Inclusion Lead, Head Teacher or the lead Governor for SEND.

Admissions

Our school is committed to providing equal opportunities for all prospective pupils, including those with special educational needs (SEN) or disabilities. We carefully review each application, considering any additional support needs. Pupils with Education, Health and Care (EHC) plans naming our school are given priority admission. Our oversubscription criteria are designed to be inclusive, ensuring that pupils with SEN or disabilities are not disadvantaged in the admissions process. We provide reasonable adjustments during the application and assessment stages to accommodate individual needs, allowing all prospective pupils to demonstrate their abilities fairly.

Consulting with children about their education

At our school, we believe it is crucial to place pupils at the heart of their own education and support. To ensure our pupil's voices are heard, we provide regular opportunities for them to share their views and feelings. We capture their perspectives through termly SEN review meetings, IDPs, SEND plans and One Page Profiles. By actively listening to our pupils and incorporating their feedback, we are able to better tailor their provision and ensure they remain engaged and empowered in their educational journey.

Supporting transitions

As part of our school promise, we aim to ensure as smooth a transition as possible for **all children** between schools and key stages. Pupils with additional needs may require additional support at these transition points and consideration of all pupil needs are considered in the run up to a transition point.

As a through school where children start their educational journey with us for many at two years of age we are able to identify children much earlier through our early identification process. We are able to ensure we have correct provisions in place. We hold our own transition meeting for all parents transitioning through each phase of their child's educational journey ensuring robust systems are in place and that a child's needs continue to be met.

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KS2 → KS3:

Rockingham Junior and Infant School places a strong emphasis on ensuring a smooth and supportive transition for students with SEND when they move on to secondary school. To facilitate this, a member of staff from the secondary school the child will be attending is invited to participate in their SEN review meetings during Year 6, or earlier if deemed necessary. This allows the new school to gain a comprehensive understanding of the student's needs and make appropriate preparations to provide the required support. Additionally, this presents parents with an invaluable opportunity to ask any questions they may have regarding the SEND provision and resources available at the secondary setting. Furthermore, we transfer all relevant SEND records and data to the chosen secondary schools at the end of Year 6. This information is also thoroughly documented on the school's CPOMs system, which can be directly shared with the students' new secondary schools through their own secure channels. This proactive approach ensures that the transition process is as seamless as possible, with the child's new school fully equipped to continue meeting their special educational needs.

Transition between Year Groups

At Rockingham Junior and Infant School, we are aware that periods of change can lead to increased anxiety for individuals and a change of Year group, class teacher and peers can contribute to pupil's feeling overwhelmed. In such cases, additional support through our Nurture programme, My Happy Mind, and the process of individual transition booklets where needed are utilised.

Staff participate in 'information sharing' briefings to pass on key information about supporting the needs of individuals and all relevant paperwork is securely shared to ensure provision continues and adaptations can be made, where necessary, within the curriculum.

Staff training and Continued Professional Development

Staff are kept up to date with developments related to SEND through:

- Staff meetings and briefings
- LSA meetings
- Understanding of the School Improvement Plan and the accountability of all staff to meet the intent set out within Focus 4.
- Informal and formal discussions with other staff, the Inclusion Lead, the specialist teacher from SIT or professionals from other external agencies
- Training provided during staff meetings, INSET days and twilights
- SEN review meetings

Staff training will support the development of the skills of all teachers and teaching assistants in meeting the needs of pupils with special educational needs and disabilities. The Inclusion Lead is a trained and registered trainer for the Autism Education Trust and has delivered training in supporting children with ASD to staff across Willow Tree Academy.

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How Rockingham Junior and Infant School evaluates the effectiveness of SEND provision

At Rockingham Junior and Infant School, we use a range of methods to regularly evaluate the effectiveness of our SEND provision in order to ensure it is meeting the needs of all pupils and driving positive outcomes.

We do this through:

- Monitoring and Tracking Progress

(Regular assessment, data analysis from IDP evidence, and in class observations. This data is used to identify areas of strength and where further support or adjustments may be needed.)

- Seeking Feedback

(We actively seek feedback from students with SEND, their parents/carers, and the various professionals involved in their support e.g. teachers, teaching assistants, SENCos, external specialists).

- Reviewing Interventions

(We evaluate the impact and effectiveness of specific interventions, therapies, or support strategies used to address students' SEND, assessing whether these are leading to the desired outcomes and making changes if an approach is not proving successful.)

- Observing and Moderating Practice

(School leaders observe lessons, monitor teaching and learning, and moderate the quality of SEND provision across the school. This helps identify areas for further staff training or refinement of inclusive practices. Ensuring adequate provision is in place across the curriculum through our deep dive methodology is paramount to the evaluation of our success)

On our school website, you can find further information and policies, including:

- Inclusion and SEND policy (outlining government legislation, our approaches to teaching pupils with SEND)
- Equality policy
- Gifted and Talented policy
- Accessibility Plan (outlining adaptations made within the curriculum and environment)

Summary of Services/Support at Rockingham Junior and Infant School

Area of Need	Services to support	Summary of support
Communication and Interaction - Autism Spectrum Disorder	CAMHS AET - Autism Education Trust Psychologists	Referrals made Advice and input from EPS where necessary Appropriate staff training and CPD in managing needs. Adapting classroom environment to support sensory needs Post diagnostic support and signposting Use of visual timetables Adaptive teaching Responding to needs of learners Quality First Teaching
Communication and Interaction - Speech, Language and Communication Needs	Speech and Language Therapy	Referrals made Quality First Teaching Lots of oracy opportunities Visual prompts

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(SLCN)		Language rich environments Training and support - CPD Involvement from SALT in school or in clinic Programmes to run in school - documented in IDP books Personalised targets Input from SIT, EPS and SALT where needed.
Cognition and Learning - Moderate Learning Difficulties	Specialist Inclusion Team Educational Psychologist	Quality First Teaching Adaptive teaching Scaffolding support Physical and concrete resources, as well as pictorial Adult deployment to support and scaffold Broken down instruction I do, we do, you do model Learning Support programme through SIT involvement SIT informal and formal advise EPS involvement where necessary Personalised SMART targets Regularly reviewing and assessing pupils Planning and delivering a personalised curriculum, where appropriate.
Cognition and Learning - Specific Learning Difficulties	Specialist Inclusion Team	
Social, Emotional and Mental Health Needs	CAMHS getting help and advice Aspire outreach Early Help Educational Psychologist	Quality First Teaching Deescalation techniques applied Opportunities for sensory breaks CPD for staff to support needs across SEMH Support for staff - supervisions Emotion coaching, restorative approaches, trauma informed practice. Individual Behaviour Plans Advice may be sought from CAMHS getting help and advice EPS involvement, where necessary Aspire outreach referral may be necessary LEAF @ Rockingham utilised LEAF centre placement
Sensory and Physical Needs - Visual Impairment	Visual Impairment Team	Classroom adaptations where necessary Reasonable adjustments made to support learning Sensory support CPD when managing medical needs. Liaise with relevant medical professionals and teams to support S&P needs.
Sensory and Physical Needs - Hearing Impairment	Hearing Impairment Team	
Sensory and Physical Needs - Physical/ Medical Needs	Occupational Therapist Physiotherapist School nurse	

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Common abbreviations you may come across –

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

- **ADD** Attention Deficit Disorder
- **ADHD** Attention Deficit & Hyperactivity Disorder
- **ASD/ASC** Autistic Spectrum Disorder
- **BESD** Behavioural Emotional & Social Difficulties
- **CAF** Common Assessment Framework
- **CAMHS** Child & Adolescent Mental Health Service
- **COP** Code of Practice
- **CP** Child Protection
- **EAL** English as an Additional Language
- **EHCP** Education, Health and Care Plan
- **EPS** Educational Psychologist
- **FSM** Free School Meals
- **HI** Hearing Impairment
- **KS** Key Stage
- **LAC** Looked After Child
- **LA** Local Authority
- **LSS** Learning Support Service
- **MLD** Moderate Learning Difficulty
- **NC** National Curriculum
- **OT** Occupational Therapist
- **PP** Pupil Premium
- **SALT** Speech & Language Therapy
- **SEN** Special Educational Needs
- **SEND** Special Educational Needs & Disability
- **SENCO** Special Educational Needs Co-ordinator
- **SpLD** Specific Learning Difficulty
- **VI** Visual Impairment
- **HI** Hearing Impairment