



Rosh Pinah Primary School

SEND Information Report

Updated: September 2025

Date for Review: September 2026

Introduction

At Rosh Pinah Primary School, we are fully committed to providing a truly inclusive, equitable, and ambitious education for all learners. We recognise and value the diversity of our pupils and strive to ensure that every child—including those with Special Educational Needs and/or Disabilities (SEND) can flourish socially, emotionally, and academically.

In line with the SEND Code of Practice (2015) and the Ofsted 2025 Framework, our approach to inclusion is based on the belief that:

“Inclusion is not a placement issue, but a commitment to remove barriers to learning, so that all children can thrive together.”

The Children & Families Bill 2014 requires Local Authorities and schools to publish and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the ‘Local Offer’.

The intention of the ‘Local Offer’ is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The ‘SEND Information Report’ complies with the statutory requirements laid out in the Equality Act 2010 as well as the requirements laid out in Part 3 of the ‘Children and Families Act’ 2014 and the ‘SEND Code of Practice 2014’ (which came into force from 1st September 2015).

We ensure that SEND pupils:

- Receive high-quality, adaptive teaching
- Are supported to achieve the same high expectations as their peers
- Have their voice heard and needs met
- Are fully included in every aspect of school life
- Make strong progress and are prepared for the next stage of life and learning.

What are our Inclusive values?

We promote a culture where:

- Every pupil is recognised as a unique learner
- Differences are respected and strengths are celebrated
- All staff are responsible for inclusive, high-quality education
- Early intervention prevents long-term disadvantage
- Parents, carers, and pupils are partners in provision planning.

How pupils at Rosh Pinah are identified with Special Educational Needs & Disabilities?

We identify and assess pupils with SEND as early as possible following the ‘SEND Code of Practice 2014’.

The ‘SEND Code of Practice 2014’ states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A graduated approach is used which involves the following:

- Teacher observation and ongoing assessment
- Parent/carer concerns and feedback
- Pupil voice
- Screening tools and diagnostic assessments
- Referrals to and assessments from external professionals

Identification is based on need, not diagnosis, and we do not delay support while awaiting external confirmation.

The four broad areas of need are as follows:

- Communication and Interaction
- Cognition & Learning
- Social, Emotional & Mental Health needs
- Sensory and Physical

What is our Graduated Approach?

Assess

Pupils are identified as having SEND in a variety of ways, including the following:

- Concerns raised by parents/carers
- Concerns raised by the class teacher – staff assessment using observation, pupil progress information, attainment, behaviour or when the pupil is working significantly below his/her age-related expectations
- Concerns raised by external agencies/specialists e.g. Educational Psychologist, Speech Therapist, Occupational Therapist or Paediatrician
- Information provided by the CAMHS Team e.g. diagnosis of ADHD and ASC
- Information received from previous placements or the Local Education Authority.

Parents and carers are fully involved in the identification and assessment of SEND. We strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.

What should I do if I think my child has SEND needs?

If you have any concerns regarding your child's progress please speak to your child's class teacher in the first instance and then contact the Assistant Headteacher (Inclusion and Safeguarding) via the school office.

We aim to provide a partnership with parents and carers focusing on each child's strengths as well as needs by:

- Involving parents and carers as soon as any concern is raised
- Meeting with parents and carers to discuss pupil progress and the impact of additional support and intervention
- Inviting parents and carers into meetings with external agencies for further advice and support
- Involving parents and carers in the application process for an EHC Plan
- Involving parents and carers in the review process for SEND Support Plan, Education & Health Care Plan or Transfer Review Plan
- Providing information for parents if they require access to and support from outside organisations e.g. SENDIASS – London Borough of Barnet SEND Information, Advice and Support Service (formerly 'Parent Partnership').

Plan

What kind of Special Educational Needs and Disability provision is available?

We meet the needs of all pupils with SEND by planning appropriate and flexible forms of educational provision, enabling efficient use of all available resources including:

- Class Teachers providing Quality First Teaching and Learning through effective adaptations and use of personalised resources
- Targeted Provision – support is focused on individual needs and personal outcomes. Class Teachers work in partnership with the Assistant Headteacher (Inclusion and Safeguarding) and external agencies where necessary to implement appropriate intervention and support programmes.

Targeted provision includes:

- Work adapted to meet individual pupils need in the classroom
- 1:1 / small group interventions
- Assessment and support from external specialists e.g. Autism Advisory Teacher, Hearing Impaired Teacher, Occupational Therapist, Speech Therapist or from an Educational Psychologist.

How are teachers helped with supporting children with SEND?

The School provides training and support to enable all staff to improve their Quality First Teaching practice. Training, support and advice is provided by the NHS, Private Therapists and other Local Authority Therapists (e.g. Autism Advisory Teacher, Educational Psychologists, Occupational Therapists, Physiotherapists and Art Therapists). The NHS Speech and Language Therapist visit to assess and plan support for targeted pupils.

Do

How is the curriculum adapted for teaching pupils with SEND?

- Class Teachers provide 'Quality First Teaching' with appropriate strategies adapted to meet the needs of SEND pupils
- Specific interventions and support programmes are timetabled and implemented. These intervention programmes are closely monitored by the Deputy Headteacher & the Assistant Headteacher
- All pupils process and learn information through three main teaching & learning styles: Visual, Auditory and Kinaesthetic
- Lessons have clear learning objectives and all learning activities are adapted to meet the needs of all learners. Visual timetables and prompts are often used to facilitate a calm learning environment
- Teaching Assistants are employed to support children 1:1 or in a small group
- The School environment, learning materials and resources are adapted to meet the needs of pupils with SEND. A new 'Well-Being' room has been set up to enhance provision for pupils with a variety of sensory and emotional needs
- Assistive technology where appropriate
- Inclusion in all school trips, clubs and leadership roles
- Access arrangements for pupils in Year 6 SATS test.

How is the physical environment accessible to children with SEND?

The ground floor of the building is accessible to those with physical disabilities as follows:

- We have accessible toilets on the ground floor of all the buildings
- Disabled toilets fitted with visual fire alarm sounders to support hearing impaired pupils
- Wheel chair access to all playgrounds
- DDA compliant ramp / walkway connecting KS1 with KS2
- Lift in the new building

- We ensure reasonable adjustments are made to ensure all pupils participate in all local & residential trips unless and otherwise restricted on medical or physical grounds
- All disabled pupils are able to access all educational trips & visits
- Pupils who are identified as needing extra support will have an individual risk assessment written to ensure the correct support is in place.

Review

How does the school evaluate its SEND provision and review the progress of pupils with SEND?

- All pupils' progress is continually monitored by the Class Teacher. Class Teachers and Teaching Assistants work in close partnership and liaise regularly to discuss how pupils are making progress within class or when working in a small group
- Pupil progress meetings are held with members of SLT and the Deputy Head Teacher to evaluate the impact of interventions and set targets in line with the 'SEND Support Plan'
- The Nursery & Reception 'Learning Journey Books' reflect observations and informal assessments of pupils' progress
- The Early Years Foundation Stage Profile is updated termly to track the development and attainment of pupils in Reception
- Children who have difficulty in engaging in subject specific study are supported with specific strategies and teaching tools to enable participation in class
- All pupils in Year 1 complete their 'Phonics Screening Check'
- The Year 4 multiplication tables check for all Year 4 pupils to determine if they can fluently recall their multiplication facts up to 12 x 12
- Pupils are formally assessed by Standard Assessment Tests (SATs) at the end of Year 6. The results of these tests are published nationally
- All pupils' progress is reviewed formally every term against age-related expectations in Reading, Writing, Maths and Science
- The progress of pupils with EHC Plan is formally reviewed at an annual review meeting. All professionals involved with the pupil's education including the pupil himself/herself are invited to attend
- The impact of any Interventions are assessed to evaluate whether sufficient progress has been made
- Multi-Agency meetings are held to review the progress made by individual pupils these will include professionals such as Speech & Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists or professionals from the Advisory Team or CAMHS
- The 'Inclusion Governor' meets with the Assistant Head Teacher (Inclusion and Safeguarding) termly to review the provision and progress of all SEND pupils in school.

How does Rosh Pinah support a child with SEND when they join the School or move on to another placement or secondary school?

We recognise that transitions can be difficult for a child with SEND and ensure the transition is as smooth as possible.

Joining us in Nursery

- Nursery staff visit pre-school settings to observe pupils if necessary and gather information
- Any concerns or information about SEND is discussed and passed on to the Assistant Headteacher (Inclusion and Safeguarding)
- Information is gathered from External Agencies and if necessary a meeting is held with the parent and carer in School to discuss pupil's needs and any additional resources they might require.

Joining us from another school

- The Assistant Head Teacher (Inclusion and Safeguarding) will liaise with the pupil's previous school to request any records and information pertinent to that child
- The Class Teacher and the Assistant Headteacher (Inclusion and Safeguarding) will visit the pupil at his/her school if required to do so
- Visits will be planned according to need to ease the transition process.

If a pupil has an EHC Plan, the Assistant Headteacher (Inclusion and Safeguarding) will meet with the parents and carers and the pupil to discuss their needs and transition arrangements.

If your child is relocating to another school we ensure the following:

- We will liaise with the school SENDCO to ensure that any relevant information will be provided to support your child
- All records pertaining to your child will be sent to the school as soon as possible including a 'Communication Passport' if required.

Transition to Secondary School:

- The transition process to Secondary School for all SEND pupils begins in the Spring Term and is completed in the Summer Term when a joint meeting is often held between the SEND/Pastoral Team from the Secondary School and the staff of Rosh Pinah.
- If necessary, a transition plan is devised and shared with relevant staff and parents and Carers.

What support does Rosh Pinah offer for the Social and Emotional Development of pupils with SEND?

- The well-being of each child is at the heart of our provision. The children's views are central to our ethos and practise and are sought individually through pupil voice or through school council
- We have a zero-tolerance approach to bullying towards all pupils and provide a high level of pastoral support
- We are an inclusive and diverse school and tolerance is at the heart of our curriculum
- All children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities
- Personal, Social and Health Education (PSHE) forms an important part of our curriculum
- We have a Health and Safety Policy in place
- Staff have first aid training including Epipen & Asthma to support specific medical conditions
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff
- We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Our Pastoral Team is made up of our SLT members who meet weekly to discuss concerns surrounding our pupils and decide on appropriate interventions
- Pupils with Social, Emotional and Mental Health are supported through small group work or on a 1:1 basis
- Our Pastoral Team works in close partnership with External Agencies to provide support for families of children with SEND
- We create a culture of positive mental well-being by delivering the 'My Happy Mind' Programme. It is a whole school approach where children get the opportunity to build their resilience and develop positive behaviours that strengthen pupil's mental health and wellbeing
- We refer pupils with Social, Emotional and Mental Health needs to Barnet Integrated Clinical Service for therapeutic support
- A new 'Well-Being Room' has been set up where children will receive 1:1 or small group support under the supervision of our 'Mental Health Lead'

- We use 'Social Stories', 'Comic Strip Conversations' to help autistic children to understand different social situations, learn expected social norms and behaviours. It also reduces anxiety by providing clear, predictable, and visually supported explanations of complex social interactions
- We use 'Zones of Regulation' strategies to identify their feelings, understand triggers, and develop strategies to return to a calm, focused state for learning and daily tasks
- 'Energy Accounting' is used similarly, to make individuals aware of their own energy levels and how they fluctuate throughout the day, allowing them to better understand their needs for breaks, rest, or different activities to maintain their optimal functioning
- We also refer pupils to CAMHS. CAMHS accept referrals of pupils with severe or complex emotional, behavioural and mental health difficulties for assessment and treatment, as appropriate

How the medical needs of your child are best met in our school?

- School staff work closely with the Health Visitor, School Nurse, parents & carers and a range of outside agencies including Paediatricians, Speech and Language Therapists, Occupational Therapists and Physiotherapist to support pupil's health and medical needs within the school
- The Class teacher and the Assistant Headteacher liaise with health professionals, and parents in writing 'Health Care Plans', 'Evacuation Plans' and 'Additional Risk Assessments' for pupils with more complex medical needs or disability.

What to do if I have concerns about my child

- If you have any concerns about your child or the support they are receiving, please speak to the class teacher first. It is best to make an appointment to speak to your child's teacher because they cannot come out of class or discuss concerns at the beginning or end of school when there are other children and parents around
- If you do not feel that the issue has been resolved, please arrange to meet with Mrs Roy (Assistant Headteacher) or Mrs Ordman (Deputy Headteacher). If you still have concerns, please refer to the Complaints Policy.

Barnet Local Offer

- Please look at the Barnet Local Offer which offers information for parents in a single place. The local offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies. There is also a list of useful contact numbers
- For more information about our Local Offer for children with SEND please liaise with the following professionals in school via prior appointments through School Office.

Barnet's Local Offer can be found at: <https://www.barnetlocaloffer.org.uk>

SEND Information report to be read in conjunction with other policies e.g.

- Behaviour Management Policy
- Equality Policy
- Inclusion Policy
- Complaint Policy
- Data Protection Policy
- Medicine in School Policy