

Rodborough Community Primary SEND information report 2026-2027



Dear parents and carers,

The aim of this information report is to explain how we put our SEND policy into practice on a day-to-day basis. In other words, it outlines how SEND support works at Rodborough Community Primary School.

As educational professionals, we want every child in our school to feel valued as an individual and supported to make positive contributions within their class and the wider school community. We recognise that some pupils may experience barriers at different times in their lives which can affect their learning and wider experiences in school. When these needs are identified, we aim to provide appropriate adaptations and carefully tailored curriculum opportunities. This may include therapeutic and sensory support to meet individual needs and help reduce or remove any barriers to learning. To achieve the best outcomes for all children, strong relationships with families, open communication, and input from external professionals are key elements of our inclusive approach. This report outlines how we identify and support pupils with SEND, who you can speak to if you have concerns, how you and your child will be involved in the process, and the wider support available.

If you would like more information about our SEND provision, please read our SEND policy alongside this report.

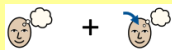
You can find our SEND policy on our website here: [View SEND policy](#)



What type of SEND support does the school provide?

At Rodborough we support a wide range of needs and pride ourselves on inclusive practise and principles which underpin all daily provision. SEND is categorised into four areas within the SEND Code of Practice (2015):

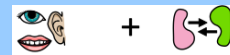
Cognition and learning



Section 6.30 and 6.31

Children may have a learning difficulty and struggle to learn new literacy and maths skills. This may be due to specific difficulties such as dyslexia, dyscalculia or dysgraphia.

Communication and interaction



Section 6.28 and 6.29

Children may struggle with communication and find understanding language difficult. This may be due to specific language difficulties or conditions such as autism.

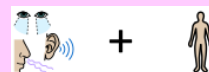
Social, emotional and mental health



Section 6.32

Children may have significant difficulties in managing their emotions and may experience highs and lows. Some conditions associated with this include ADHD, depression, anxiety, attachment disorder and many more.

Sensory and/or physical

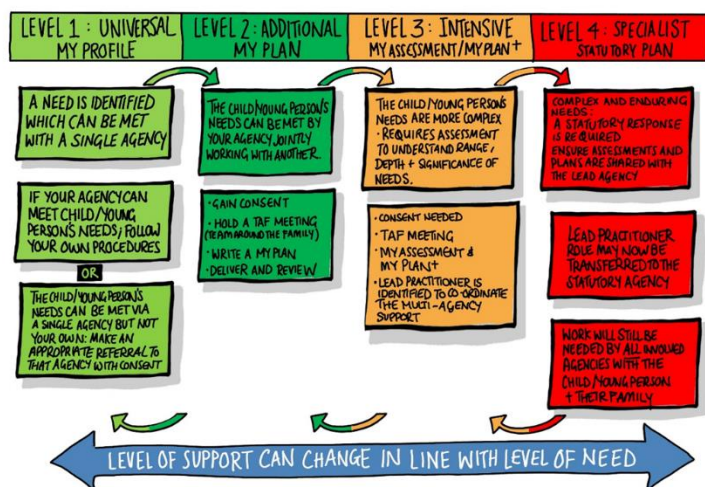


Section 6.34

Where children may have a physical, or sensory, need which affects the way they are able to access the environment of their learning. This could be due to a number of conditions such as visual or hearing impairment or physical disability.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the graduated approach to SEND support?



The Graduated Pathway of Early Help and Targeted Support is Gloucester's early help assessment and planning process, which applies to the whole range of needs including:

- learning and development;
- social, emotional, health (physical and mental) and / or disability; and
- wider family and environment.

A child can move up or down the graduated pathway in their lives depending on how their needs change over time. This is always done in partnership with parents/carers.

The graduated pathway is classified as:

Level 1 – Universal support – high quality teaching for all pupils throughout school.

Level 2 – SEND support at my plan level – targeted support provided directly by Rodborough.

Level 3 – Intensive SEN support at My Plan+ level – If progress remains limited despite targeted support we may seek involvement from multiple external professionals moving your child to my plan+.

Level 4 – Specialist support through an EHCP – Complex and enduring needs which require long term specialised support and provision.

What happens if I or the school identify potential SEND needs?



All staff at Rodborough are responsible for supporting the needs of pupils with SEND. We ensure staff have access to regular and appropriate continued professional development so they have the knowledge and skills to support a wider range of pupil needs. As a school we follow the below process when potential SEND needs are identified:

- A concern is raised by staff or parents that is felt warrants increased intervention, provision or investigation.
- Initial assessment and classroom observations are booked in between the class teacher and SENCO.
- A meeting is held to discuss findings and next steps.
- As a result of the above children will either be placed under further monitoring or the SEND register (with parent consent) for formalised provision and support. This may also result in wider referrals to external professionals for advice and guidance.

Who will help my child if they have a SEND need?



Below is a list of key staff who may support your child based on the identified need:

Special educational needs co-ordinator or SENCO

The named SENCO is Miss Redpath and can be contacted through admin@rodborough.gloucs.sch.uk. She has seven years of experience within the role, and prior to this worked as a class teacher for ten years. She achieved the necessary SENCO qualifications from Bath Spa University and is allocated 3 days a week to manage SEND provision across the school. Please see the SEND policy (expertise and training of staff) for a list of ongoing CPD delivered and received this academic year. <https://www.rodborough-primary.com/Policies/>. Day to day responsibilities include working with SLT to shape the strategic direction and day to day operation of SEND policies, co-ordinate referrals and signpost appropriate support for pupils and their families, identify and manage CPD/SEN support for staff linked to their cohorts needs, act as a key contact point for external professionals and build collaborative relationships with families linked to their child's SEND needs.

Class teacher

All class teachers have received in house and external SEN specific training. They are supported by the SENCO to meet the needs of pupils within their class who are identified as having additional SEND needs. They are responsible for adapting and delivering the curriculum and environment to meet the needs of pupils with SEND, planning, delivering and assessing bespoke interventions, guiding TA inputs and acting as a regular contact point for parents and carers. Please see the SEND policy (expertise and training of staff) for a list of ongoing CPD delivered and received this academic year. <https://www.rodborough-primary.com/Policies/>.

Class TA/1:1 TA/ELSA TA

We have seven class TAs and three one to one TAs on staff. We also have a TA who is currently undertaking their ELSA qualification with the intent to deliver targeted SEMH interventions once this is awarded. Please see the SEND policy (expertise and training of staff) for a list of ongoing CPD delivered and received this academic year. <https://www.rodborough-primary.com/Policies/>.

Wider external professionals

In some cases, it may be necessary to increase or change the level of support for your child to help them make progress. We are fortunate to have excellent relationships with many external agencies who can feed into further support for your child. This includes (but is not limited to):

- Advisory teachers service and Educational psychologists.
- Occupational therapist, Speech and language therapist, Play therapists, therapeutic animal interventions and sand therapists.
- Early Help, Education Inclusion, Team around the locality cluster and intervention circle.
- Mentoring services
- School nurse and Child and Adolescent Mental Health Service (CAMHS), Children's social communication and autism assessment team (CAAAS) and Community paediatrics

*If 2 or more external agencies are regularly providing input and guidance into your child's provision they would then be listed as my plan+ to denote their ongoing involvement.

How will school help my child once a SEND need is identified?

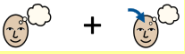
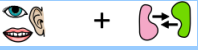
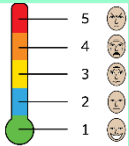
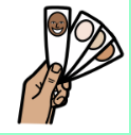
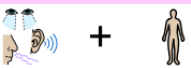


We are an inclusive school and wherever possible children are taught alongside their peers within flexible teaching groups. As part of universal provision (for all pupils) we offer high-quality, adaptive teaching, visual supports and structured routines as well as inclusive classroom environments.

At targeted support level (SEN support) children may also be invited to join small group interventions focused on areas such as phonics and maths support, social skills groups or emotional support groups.

At a specialist level this may also include EHCP informed support or ongoing external agency involvement. This may be delivered solely through school interventions and adult support or alternatively a blend of school provision and wider agency input.

Examples of some of the types of adaptations and interventions we use can be found below. This will always be adapted to suit your child's individual needs:

Cognition and learning 	- Scaffolded support which may include visual explanations, simplified instructions, reduced word load, worked through examples or successful examples. word mats, objects of reference, practical resources, task management boards, now and next boards and visual timetables. - Pre-teaching concepts ahead of main class inputs and overlearning prior taught concepts regularly to ensure they are embedded. - Chunked inputs and learning tasks with incorporated movement breaks built in. - Physical adaptations such as wobble cushions, kick bands and desk dividers to aid focus and concentration. - Talk to text software - Barrington stokes accelerated reading books - Reading between the lines intervention programme - Number stacks intervention programme.    
Communication and interaction 	- Targeted social skills interventions such as language for thinking, time to talk and socially speaking. - Colourful semantics interventions focused on sentence construction - SALT specific provision to support pronunciation and vocabulary development. - Reduced language loads during conversations. - Additional RWI phonics interventions - Social stories and comic strip conversations - Pre-teaching key vocabulary ahead of main class inputs. - Widgit communication systems. - Word mats, objects of reference and practical resources     
<u>Social, emotional and mental health</u>  	- ELSA intervention - Pre-warning ahead of transitions - Transitional objects and soft transitions - Social stories - Emotional literacy books - Emotional check ins and emotion thermometers - Break out and safe spaces within class - SEMH room for specific therapies - Mentoring, buddies and roles of responsibility. - Brain breaks and movement breaks used to aid regulation levels. - Visual supports used to reinforce classroom behaviours and expectations. - My happy mind and PSHE sessions. - Adults using PACE approach throughout restorative conversations. - Breakout safe spaces and calm SEMH room.    
Sensory and/or physical 	- Handwriting programmes - Fizzy intervention - Hand on and hands up fine motor skills intervention - Bikeability for gross motor skills development. - Considered seating position, reduced environmental noise, enlarged texts - Adapted equipment in reflection of diagnosed conditions such as standing desk, wobble stool, sloped boards, weighted pencils, ear defenders, microphones to amplify class teacher's voice. - Alternatives to messy activities. - Proprioceptive and heavy weight resources and activities. - Visual organisation systems for classroom access. - Assistive technology. - Breakout safe spaces and calm SEMH room.    

How will parents/carers be involved in decisions made about SEND provision and adaptations?



At Rodborough, we work closely with parents and carers and recognise that you know your child best.

All pupils on the SEND register will have a **My Plan, My Plan+ or an Education, Health and Care Plan (EHCP)**. These documents set out how the school will support your child's needs over the coming term.

As part of this process, parents and carers will meet with the class teacher three times a year (in the autumn, spring and summer terms). During these meetings, you will:

- Review the support your child has received
- Discuss your child's progress
- Agree the support and strategies for the next term

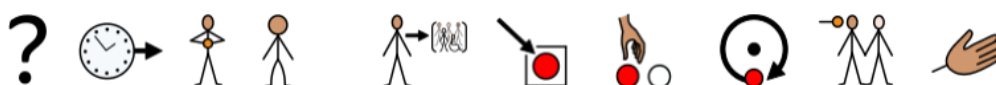
These meetings are collaborative. You are encouraged to share your views, discuss what is working well, and suggest any approaches that you have found helpful at home. Pupils may also attend these meetings where appropriate.

In addition, we hold parents' evenings twice a year, providing further opportunities to discuss your child's learning and support with the class teacher.

If your child has more complex SEND and has an EHCP, you will also be invited to a formal annual review meeting. This meeting looks in detail at your child's progress and ensures the plan continues to reflect their needs. Other professionals working with your child may also attend to provide input.

Between these meetings, parents and carers are always welcome to contact the school. You can email or telephone to arrange a meeting with the class teacher and/or SENDCO if you have any concerns, questions, or if new needs arise.

How will my child be involved in decisions about their SEND support?



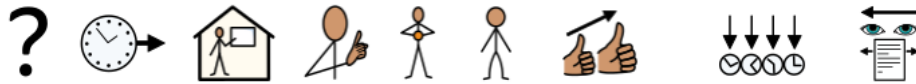
At Rodborough, we value pupil voice and believe every child has the right to be involved in decisions about their education. We gather pupil views in a range of ways, including pupil voice activities, Pupil Parliament and PSHE sessions. For pupils with SEND, their views play an important role in planning the support they receive. Each term, we talk with your child about what is going well and what they find challenging. These views are recorded in their My Plan / My Plan+ and helps to shape the targets and support put in place.

Once targets are agreed, staff discuss them with your child so they understand:

- what their support will look like
- why it is being provided
- how it will help them

If your child has an Education, Health and Care Plan (EHCP), their views are gathered before each review meeting. Where appropriate, your child may also be invited to attend part of the meeting so they can share their thoughts directly.

How will school ensure my child's progress is regularly reviewed?



As a school we follow the graduated approach of assess, plan, do, review to best support children with SEND to ensure that support is carefully matched to each child's needs and regularly reviewed. This means we will:

Assess – gather information on your child's strengths and needs using formal assessments such as tests and ongoing, day to day observations and conversations as part of best practice.

Plan – agree on clear outcomes and support in place to help your child make progress.

Do – implement the planned support and strategies within the classroom and through any additional interventions.

Review – we look at how effective planned and delivered provision has been and next steps of support (if required).

This cycle is ongoing throughout the year so that provision can be adapted quickly as needed.

Class teachers regularly meet with the SENCO and senior leadership team as part of the school's progress monitoring cycle. During these meetings, we: review your child's progress from their starting point to exit point, evaluate the impact of planned and delivered support, identify any places where support has not been in line with expectations and agree adjustments such as new strategies, different interventions or additional support.

All pupils with SEND have either a my plan or my plan+. This is reviewed three times a year alongside parents/carers. During these meetings we collaboratively look at the progress your child has made, review the impact of prior support, discuss any ongoing challenges and agree clear next steps and actions to support with this.

Your views are an important part of this process and you are encouraged to share what is working well at home. We also talk directly with pupils about their learning, what they feel proud of, and where they feel they may need more help in order to help shape the focus of planned support.

At a strategic level SEND provision is carefully monitored through intervention tracking where we measure the impact of specific programmes over time, provision mapping which help us to see what support is in place and how resources will be used to ensure support remains purposeful, targeted and responsive to need.

Whole school oversight is also maintained through meetings with class teachers, reviewing pupil work and progress, gathering pupil voice and monitoring the quality of support in classrooms, helping to ensure consistency and high-quality provision throughout the school.

An overview of SEND provision is also shared with the governing board through anonymised data helping to provide an additional layer of accountability which ensures schools focus is always on improving support and provision for pupils with SEND.

What does transition support look like at Rodborough?



Rodborough Community Primary School follows Gloucestershire County Council's coordinated admissions arrangements. We welcome applications from all children, including those with special educational needs and/or disabilities.

We are an inclusive school and do not discriminate against pupils with SEND. All admissions are considered in line with the School Admissions Code and the Equality Act 2010.

Where a child has additional needs, we work closely with parents/carers, previous settings and relevant professionals to ensure a smooth transition into our school. This may include additional visits, transition planning, and early information sharing so that appropriate support can be in place from the start.

If you are considering a place for your child at Rodborough, please contact the school office. We would be happy to arrange a visit for you and your child so you can see our school in action.

Transition support at key points for your child:

Nursery/pre-school to Reception

We recognise that starting school can be a big step both for you and your child and offer a range of support to help children settle confidently and happily into life at Rodborough including:

- A 'meet the teacher' session for both parents and children
- Stay and play sessions to help your child become familiar with our school and their new classroom.
- Class teacher visits to pre-school/nursery settings so we can get to know your child within an environment they are comfortable and familiar with.
- Individual meetings between the class teacher and yourselves to share important information about your child.
- Opportunity for the SENCO and class teacher to attend summer term Team around the family (TAFs) meetings where suitable.
- A welcome pack for parents containing key information about our school.
- A year six buddy for your child to help them find their way around the school and facilitate positive play with their peers.

End of year transition

When children move up to the next year group, we support every child by:

- Providing transition sessions to meet their new teacher and teaching assistant.
- Giving children time in their new classroom environment.
- Offering time and opportunities for children to ask questions linked to the next year ahead.

For some children they may benefit from additional support, such as:

- Additional transition visits to their new classroom.
- ELSA (emotional literacy support) small group sessions to explore any worries or anxieties linked to transition.
- Stories and activities within class linked to change and moving on.
- Personalised social stories about their new class teacher and classroom to build familiarity over the Summer holidays.

Secondary transition

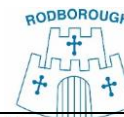
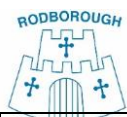
We work closely with our partner Secondary schools to ensure as smooth a transition as possible when moving from Primary to Secondary.

For all children:

- The year six teacher will meet with secondary staff to share important information and successful support strategies used within school currently.
- They will be offered the opportunity to attend transition and induction days at their new school.

For children with an EHCP:

- In Year five we hold an additional EHCP review to discuss and name a preferred Secondary school.



- Once a Secondary setting is named their SENCO will also be invited to attend Year six reviews as part of the transition process.
- Additional settling in sessions may also be offered (dependant on Secondary school offer).

Where suitable:

- Families may be invited to a multi-agency transition meeting involving primary staff, secondary staff and advisory teachers where a transition support plan will be created.

Within our school we also offer:

- Small group interventions, such as 'moving on and moving up' programme to help your child feel confident about the next stage in their education.

Mid-year new starters

When a child joins our school during the year:

- We will arrange a meeting with parents/carers, the class teacher and SENCO (if appropriate) to help us gain a clear understanding of your child's needs and how best to support them from the start.

Clubs and trips



Within Rodborough, we are committed to ensuring that all pupils, including those with special educational needs, have equal access to the full range of opportunities available. This includes extra-curricular activities, school trips and wrap around provision.

All of our pupils are encouraged to participate in educational visits and where necessary the school works in partnership with parents/carers and relevant professionals to identify and implement reasonable adjustments, ensuring that individual needs are best met.

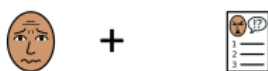
We actively promote inclusive practice throughout daily school life and events, including Sports Day, school and county competitions, performances and workshops. Suitable adaptations and support are put in place to ensure these opportunities remain accessible to all.

All pupils within our school, including those with SEN, are encouraged to take on roles of responsibility such as becoming a member of pupil parliament or taking on a mentoring role as a buddy to reception children.

No pupil will be excluded from participation in activities on the grounds of their SEND or disability and the school makes reasonable adjustments in line with the Equality Act 2010 to remove barriers to participation.

If you have a specific requirement or query parents/carers are encouraged to contact the school to discuss this further.

Concerns and complaints procedure



If you are unhappy or unsure about the support your child is given your first point of contact is the class teacher. If you are not satisfied that your concern has been addressed then you may make an appointment to speak with the SENCO or Deputy Headteacher/Headteacher depending on the nature of your concerns.

If you are unhappy with the response you can then contact the Governing board. Our chair of governors is Mr Clive Pemberton. For further detail regarding our complaints procedure please see the policy page on our school website:

<https://www.rodborough-primary.com/Policies/>

Helpful sites/local offer



The Gloucestershire Local Offer for parents and carers can be found at:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

Further useful contacts which may be helpful for your family can be found on our SEND page under links and support.

<https://www.rodborough-primary.com/Learning/SEND/>