

Why we have a SEND Information Report

The Children and Families Act (2014) and the Special Educational Needs and Disability Code of Practice (2015) require all schools to publish an annual SEND Information Report. This report explains how we identify, support, and make provision for children with SEND, and how we ensure that every child has equal access to a high-quality and inclusive education.

Who this report is for

This report is written for parents and carers as a series of questions. It aims to help you understand how we put our SEND policy into practice, what support might look like for your child, and who you can speak to if you have questions or concerns. We have used clear, straightforward language to make this information as accessible as possible.

You can find our SEND Policy on our school website [Rosehill Methodist Primary Academy - SEND](#), and further information about SEND provision in our local area through Tameside Council's Local Offer [Home - Tameside SEND Local Offer](#).

If there are any terms in this report you're unsure of, please see the Glossary at the end for explanations.

1. What types of SEND does Rosehill Methodist Primary Academy provide for and how is SEN defined?

At Rosehill Methodist Primary Academy, we provide high-quality education for all children, recognising and valuing every child's unique strengths, needs, and potential. We are an inclusive school, proud of the way our provision supports a diverse community of learners. Some children may need additional or different support to help them achieve their best, and our systems ensure that these needs are identified and met early.

We recognise that a child has a special educational need or disability (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them, as outlined in the Children and Families Act (2014) and the SEND Code of Practice (2015).

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have been identified as having a specific learning difficulty such as dyslexia or dyspraxia
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age

The Disability and Discrimination Act (DDA) defines a disability as:

‘A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.’

In school, we recognise that a child may have a disability if they experience:

- Difficulty getting to and from school or moving around school
- Reduced manual dexterity (e.g. holding a pen, using tools, or catching a ball)
- Difficulty carrying objects
- Challenges controlling the need to go to the toilet
- Hearing or visual difficulties

We provide for pupils with needs across the four broad areas of SEND:

1. Communication and Interaction

This may include:

Speech, language and communication difficulties

Autism Spectrum Disorder (ASD), including social communication differences

Attention and understanding difficulties

2. Cognition and Learning

This may include:

Moderate or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia

Delayed learning development across one or more subject areas

Difficulties with working memory, sequencing, or problem solving

3. Social, Emotional and Mental Health

This may include:

Difficulties with emotional regulation, anxiety, or behaviour

Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)

Challenges with forming and maintaining social relationships

4. Sensory and/or Physical

This may include:

Hearing or visual impairments

Physical difficulties that affect movement, coordination, or access to learning materials

Multi-sensory impairment

We also recognise that some children may have needs in more than one of these areas, and that a child does not necessarily have SEND just because English is an additional language,

or because they are achieving below the expected level for their age.

At Rosehill, every child matters. Our commitment to inclusion means that we adapt our curriculum, environment, and teaching approaches to ensure all children—those with and without identified SEND—can access learning and thrive together.

Rosehill is a mainstream primary school setting which has a Resource Provision on site with capacity for up to 15 places commissioned by Tameside Local Authority.

If you would like further information about the different types of needs we support, you can contact our school SENDCo or explore [Home - Tameside SEND Local Offer](#).

2. What should I do if I think my child has SEN?

If you have concerns about your child's development, progress, or wellbeing, the first person to talk to is your child's class teacher. You can arrange to speak with them in person, by phone, or via the school office. Our teachers know your child best in the classroom context and will always take your concerns seriously.

Your child's teacher will share your concerns with our SENCO, who will then arrange a meeting with you to discuss your child's strengths, any areas of difficulty, and what support might be helpful. You can also contact the SENCO directly via the school office or by email at admin@rosehill.epworthtrust.org.uk

Together, we will agree on outcomes for your child and next steps for support. We will record what has been discussed, share a copy with you, and ensure that your child's views are also captured as part of this process.

3. What approaches do we use for identifying children with SEND and assessing their needs?

All of our teachers are experienced in identifying when a child may need additional support. They continuously monitor each child's progress in all areas of learning, as well as their social and emotional development.

Teachers are alert to signs that a pupil may be finding aspects of school more difficult — for example, struggling with reading, writing, number work, communication, attention, or social interaction. If a teacher has concerns, they will first adapt their teaching and provide additional support to help close any gaps in learning. Pupils who do not have SEND usually make progress quickly once these gaps are addressed.

If your child continues to experience difficulties despite this extra help, the teacher will discuss their concerns with the SENCO. Together, they will review your child's progress and gather

evidence from:

- Classroom observations and work samples
- General assessment linked to PiXL and year group expectations
- Standardised assessments or screening tools (such as Wellcomm, GL Dyslexia Screener, or Boxall Profile)
- Discussions with parents and the child
- Information from previous settings or external professionals

The SENCO may also observe your child in class and liaise with external agencies if needed. Once all information is gathered, we will meet with you to share what we have found and discuss whether your child should receive SEN support. If support is needed, your child's name will be added to the school's SEND register, and a personalised plan will be created in collaboration with you and your child.

Our approach ensures that every child's needs are identified early, and that the right support is put in place to help them thrive both academically and emotionally.

4. How will the school measure my child's progress?

At Rosehill Methodist Primary Academy, we monitor and review provision regularly to ensure that it has a positive impact on raising standards and supporting progress. The progress of all children is closely tracked by class teachers and the Senior Leadership Team through our rigorous assessment systems. We use PiXL Assessment approaches to swiftly identify any gaps in children's learning and address these at the soonest point.

Some pupils with SEND may be assessed using alternative assessment methods, such as individual Personalised Learning Checklists (PiXL) and / or PIVATs (where children are 18 months + below their age-related expectations), to enable staff to measure smaller, meaningful steps of progress. This is part of our graduated offer of assessment. This is particularly valuable for children working well below national curriculum expectations. Our staff also use a range of assessment tools for the broad areas of need to further understand barriers and support e.g. WellComm for communication, Boxhall Profile for Social, Emotional, Mental Health Needs.

Progress and attainment are discussed during termly data meetings between school leaders and teaching staff. The SENDCo is fully involved in this process and monitors the progress of pupils on the SEND register across all areas of need.

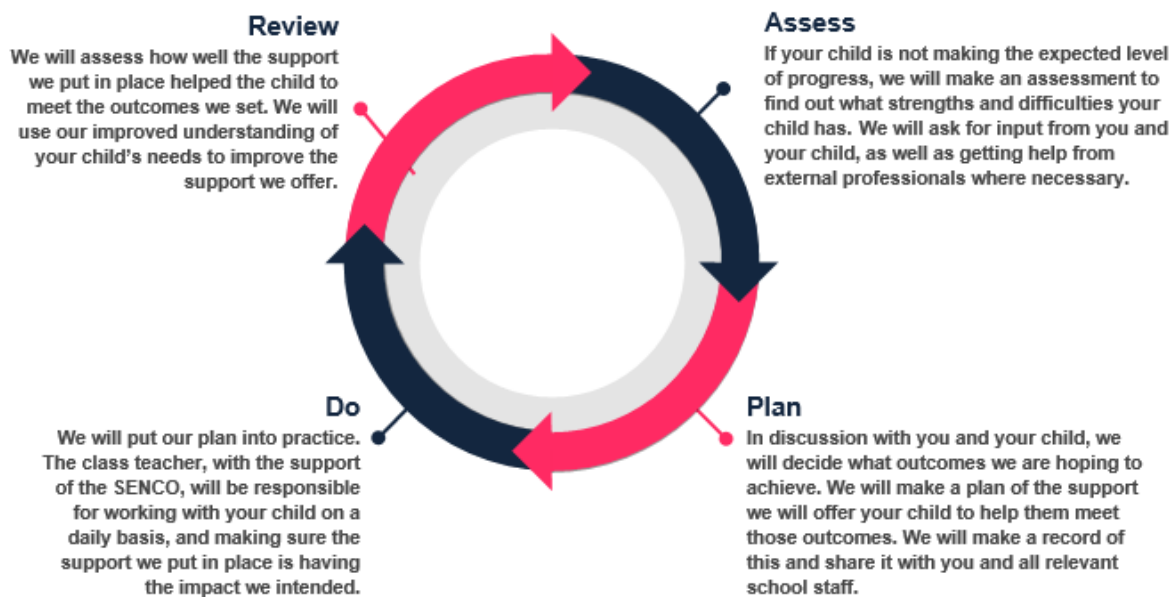
We follow the graduated approach to meeting each child's SEND needs — a continual four-part cycle of assess, plan, do, review.

- During the assess stage, we identify your child's strengths and areas for development.
- In the plan stage, we agree clear outcomes and strategies to help your child achieve these.

- The do stage involves delivering the planned support and interventions.
- During review, we evaluate impact and adapt provision where necessary.

This process is ongoing and responsive. If a child has made good progress and no longer requires additional support, they may be removed from the SEND register. For others, the cycle continues, with targets and strategies refined to ensure continued progress.

Each intervention is evaluated using baseline and post-intervention assessments to measure its effectiveness. Provision for individual children can be adapted at any time to ensure that they achieve their full potential.



5. How will I be involved in decisions made about my child's education?

We value our partnership with parents and carers and see it as central to your child's success. You know your child best, and your insights help us shape support that works effectively both in and out of school.

As part of our standard approach, we hold two annual Parents' Evening meetings, alongside brief termly progress reports and a comprehensive written report at the end of each academic year. Parents are always welcome to request additional meetings with their child's class teacher, the SENDCo, or the Headteacher at any time to discuss progress, provision, or any concerns.

For pupils with SEND:

APDR (Assess, Plan, Do, Review) Support Plans are reviewed termly or half-termly, depending

on the level of need. Parents are invited to contribute to these reviews and help set new targets. Children's social, emotional, and mental health are also discussed as part of this process. For pupils with an Education, Health and Care (EHC) Plan, we hold an annual review where parents, pupils, and professionals meet to evaluate progress and agree future outcomes. These reviews follow a person-centred approach to ensure your child's views and aspirations are at the heart of the discussion.

Following any review or meeting, parents receive a written record of agreed outcomes, actions, and support. This is shared with all relevant staff.

6. How will my child be involved in decisions made about their education?

We believe that children should have a voice in shaping their own learning journey. The level of involvement will depend on each child's age, needs, and confidence, but all pupils are encouraged to take an active role in discussions about their progress. The PiXL approach to assessment supports this.

Children's views are gathered in a range of ways, including:

- Contributing to their APDR or EHC Plan reviews, either by attending part of the meeting or by sharing their thoughts through drawings, notes, or discussion with a trusted adult.
- Talking about what is going well and what they would like to improve in regular class or pastoral check-ins.
- Completing pupil voice surveys or one-to-one discussions with staff to capture their views on how support is helping them.
- In our pupil-centered reviews, children are supported to share their achievements and next steps in ways that are meaningful to them — for example, through photos, work samples, or short presentations. Their contributions are valued equally alongside those of parents and staff, ensuring they feel listened to and included in decisions about their learning and wellbeing.

7. How will the school adapt its teaching for my child?

At Rosehill Methodist Primary Academy, our starting point for meeting every child's needs is high-quality, inclusive teaching. We believe that good teaching for children with SEND is good teaching for all. All teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND, alongside the class support staff team.

Our teaching and learning approach is underpinned by the Epworth Education Trust Teaching and Learning Model, which is rooted in the latest educational research and aligns closely with the aims of the National Curriculum and assessment review. This review highlights that 'although a well-designed curriculum is important for all young people, it is particularly beneficial for those with SEND and those from socio-economically disadvantaged backgrounds.' At

Rosehill, our curriculum is clearly structured, inclusive by design, and sequenced to enable all pupils to build secure knowledge and skills from their individual starting points.

We place strong emphasis on adaptive teaching – ensuring lessons are planned and delivered in ways that meet the diverse needs of our pupils.

Adaptations can be for stretch or challenge and may include:

- Adjusting the level of support, resources, or task complexity
- Providing varied ways for pupils to demonstrate understanding
- Using pre-teaching, overlearning, or precision teaching strategies
- Providing additional processing time or simplified instructions
- Incorporating visual scaffolds, structured routines, and sensory supports

These approaches are supported by our Trust Adaptive Teaching Resources and the Epworth Education Trust Graduated Offer Toolkit, ensuring that adaptations are purposeful and consistent across classrooms.

Our staff work closely with external professionals to implement any specialist recommendations, ensuring reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. This is supported further by our school's Accessibility Plan, which sets out how we increase participation and remove barriers for pupils with disabilities.

8. How will the school evaluate whether the support in place is helping my child?

We are committed to ensuring that the support and adaptations provided for your child are effective and make a measurable difference to their progress and wellbeing.

We evaluate the impact of our provision through:

- Regular reviews of your child's progress towards their individual goals
- Ongoing assessment and monitoring by class teachers and the SENCO
- Termly evaluation of intervention impact and provision mapping
- Pupil and parent voice discussions
- Annual reviews (for pupils with Education, Health and Care Plans)
- Visits from the Local Advisory Board (LAB) to monitor provision
- Links with the Local Authority

Our evaluation processes are guided by the SEN Code of Practice (2015) and align with the Revised Ofsted SEND Evaluation Toolkit (October 2025), which highlights that 'the most effective inclusion strategy begins with everyday high-quality inclusive teaching.'

At Rosehill, staff understand the full range of barriers that pupils may face and use this awareness to plan learning that is ambitious, accessible, and responsive. Our inclusive practice is strengthened by ongoing CPD through the Trust, including work on adaptive teaching and inclusive curriculum design.

Our Graduated Approach is fully embedded across the school, ensuring that support is carefully matched to need, regularly reviewed, and delivered within a strong culture of high expectations and professional collaboration.

9. How will the school's resources be secured for my child?

At Rosehill Methodist Primary Academy, we are committed to ensuring that every child receives the right support at the right time. Resources to support pupils with SEND are carefully planned, allocated and reviewed to ensure they have the greatest possible impact. Most additional support for pupils with SEND is funded through the school's delegated budget. Where a child requires additional support that costs more than £6,000, we may apply for top-up funding from the local authority to meet those specific needs.

Funding may be used to:

- Provide additional adult support
- Purchase specialist equipment, software or resources
- Access external professionals or therapeutic services
- Invest in staff training to build capacity across the school

Our SENDCo, in consultation with senior leaders and class teachers, ensures that resources are targeted appropriately. Decisions are based on evidence of progress, pupil need, and professional recommendations.

We also work closely with Epworth Education Trust to ensure that the best use is made of training and shared expertise across our Trust schools for the benefit of all children.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Inclusion is at the heart of everything we do at Rosehill Methodist Primary Academy. We believe that every child should have access to the full range of school experiences — both in and beyond the classroom — so that they can flourish academically, socially, emotionally and spiritually.

All of our school activities, including educational visits, residentials, sports events, performances, theme days and after-school clubs, are open to all pupils, including those with SEND. We are committed to ensuring that no pupil is ever excluded from an activity because of their special educational needs or disability.

Where a child may need additional support or adjustments to take part safely and confidently, we will plan this carefully in advance. This includes:

- Providing additional adult support or adaptive resources where needed
- Carrying out detailed risk assessments and, where possible, pre-visits to venues
- Liaising with parents and external professionals to ensure all reasonable adjustments are made
- Working closely with club leaders, including external providers, to adapt activities appropriately

Many of our extra-curricular clubs are run by school staff who know the children well. Where clubs are led by external providers, they are fully briefed and supported to ensure that any necessary adaptations are made.

On the rare occasion that a child's needs or safety mean they cannot take part in an activity, even with adjustments, we work creatively to make sure they still have access to a meaningful experience. This might include visiting the venue in a smaller group, inviting a parent or trusted adult to accompany them, or offering a similar experience within school.

Our approach ensures that all children feel part of our school community, with their individual needs recognised and respected, and their participation valued in every aspect of school life.

11. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Rosehill Methodist Primary Academy follows Tameside Local Authority's Admissions Policy, which ensures equality of opportunity for all children.

We welcome all pupils, including those with SEND or disabilities, and work closely with families to ensure a smooth transition.

Where a child has an Education, Health and Care (EHC) Plan, and our school is named in that plan, we will admit them in line with statutory requirements. Our admissions arrangements and oversubscription criteria are fully compliant with the Equality Act (2010) and the SEND Code of Practice (2015), ensuring that no child is unfairly disadvantaged.

12. What support will be available for my child during transitions?

At Rosehill, we understand that change can be both exciting and challenging for children, especially those with SEND. Transition is a key part of every child's educational journey, and we are committed to ensuring that each step is as smooth, positive and supportive as possible. Our approach is rooted in strong relationships, personalised planning and close collaboration with families and other professionals.

We have a well-established transition programme for all pupils, designed to support emotional security and readiness for learning.

Starting school (Early Years Foundation Stage)

- Before children begin school, we carry out **home/nursery visits** to get to know each child and family in a familiar environment.
- Children are invited to transition days in school to meet their new teacher and classmates and to take part in fun, play-based activities within their new classroom.
- If a child has identified SEND, the class teacher or SENDCo will liaise with their current nursery or setting and attend a SENDCo review or transition meeting to ensure all needs and strategies are clearly understood.

Transition between year groups

- Teachers meet in the summer term for detailed **handover meetings** to share information about each child's strengths, needs and next steps.
- Pupils spend time with their new teacher and classmates during transition sessions to build confidence and familiarity.
- PSHE lessons and discussions support pupils in managing change and developing independence as they move through school.
- Support plans, strategies and any external advice are shared to ensure continuity of provision.

Transition to a new school or setting

- For pupils joining us mid-year or from another school, we arrange individual visits where possible to meet the teacher and peers, see the classroom, and discuss any specific needs or adjustments.
- For pupils leaving Rosehill, we liaise closely with the receiving school to ensure that academic, social, emotional and SEND information is shared in detail to enable a seamless handover.

Transition to secondary school

- We work closely with our partner secondary schools to provide a robust and supportive transition process.
- Year 6 pupils attend events and taster sessions at their new schools to become familiar with the environment, routines and expectations.
- Comprehensive information — including assessment and progress data, attendance, behaviour, and pastoral information — is shared with the receiving school.
- Pupils also take part in preparation sessions in school, focusing on organisation, confidence-building and what to expect at secondary school.

13. What support is in place for looked-after and previously looked-after children with SEND?

Our Designated Teacher for Looked-After and Previously Looked-After Children works closely with our SENDCo to ensure that the needs of these pupils are fully understood and met.

We recognise that looked-after children may have experienced disruption and trauma, and we ensure that:

- Personal Education Plans (PEPs) align with any SEN Support Plans or EHC Plans
- Support focuses equally on academic progress and emotional wellbeing
- All staff are aware of each child's individual circumstances and support strategies

This joined-up approach helps us to provide stability, belonging, and consistent support for each child.

14. What should I do if I have a complaint about my child's SEND support?

We aim to work in partnership with families and resolve any concerns promptly and informally whenever possible. If you have a concern:

Please speak to your child's class teacher in the first instance.

If the issue remains unresolved, contact the SENDCo or Headteacher.

If you are still dissatisfied, please refer to our Complaints Policy, available on our website or from the school office.

If you feel the school has discriminated against your child because of their SEND, you may make a claim to the First-tier SEND Tribunal. Further information can be found at

www.gov.uk/complain-about-school/disability-discrimination.

Information about local mediation and disagreement resolution services can be accessed through Tameside Local Authority.

15. What support is available for me and my family?

The website links below are the best way to access more support for your SEN child and family. They can also signpost you to the best support if you need more specialised advice:

[Tameside SEND Local Offer](#)

[Together Trust Special Educational Needs and Disabilities Information Advice and Support Service \(SENDIASS\) | Together Trust](#)

<https://www.ourkidseyes.org/>

If you have further questions about our SEND Approach, please contact our SENDCo, Mrs Lauren Kelly on 0161 343 8435 or email admin@rosehill.epworthtrust.org.uk

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages