SEND Information Report 2026-27

At Rockcliffe First School, we believe that every child deserves to feel valued, included and supported to succeed. We are committed to identifying needs early and providing the right support at the right time so that all pupils can participate fully in school life and achieve positive outcomes. We work in partnership with pupils, families and external professionals to ensure that every child receives the support they need to thrive.

This report explains:

- How we identify pupils with SEND
- The support available in school
- How we involve families
- How we work with outside professionals
- How we support transitions
- Who to contact if you have concerns

Our Commitment to Inclusion

We are proud to be an inclusive school where diversity is celebrated and every pupil is encouraged to participate fully in school life. We aim to remove barriers to learning, promote independence and confidence, and provide a broad, balanced and accessible curriculum for all. We recognise that every child is unique and may learn in different ways, and we are committed to ensuring that all pupils feel safe, respected and successful within our school community.

Who can I contact about SEND at Rockcliffe?

SENCo: Joanna Thompson

Early Years SENCo: Lynsey Duggan

SEND Governor: Cathy Hogan

Parents and carers are welcome to contact the SENCo to discuss concerns, ask questions or arrange a meeting.

Tel: 0191 607 6573

Email: office@rockcliffeschool.org.uk.

What is SEND?

A pupil may have SEND if they need additional support to access learning or participate fully in school life. The four broad areas of SEND are:

Communication and Interaction: This includes differences or difficulties relating to speech, language, communication and social interaction, including autism.

Cognition and Learning: This includes difficulties with learning, literacy, numeracy, memory or processing information, including specific learning difficulties such as dyslexia.

Social, Emotional and Mental Health (SEMH): This includes difficulties with emotional wellbeing, behaviour, self-esteem or mental health.

Sensory and/or Physical Needs: This includes hearing impairment, visual impairment, physical disabilities, medical needs and sensory processing differences.

How does Rockcliffe identify pupils who may need SEND Support?

Teachers continually monitor pupils' learning, development and wellbeing to identify and respond to emerging needs at the earliest opportunity. If a pupil experiences difficulties with learning, communication, social interaction, emotional wellbeing or making expected progress, staff will work closely with parents and carers to develop a full understanding of the child's strengths and needs. Information from assessments, observations and discussions with the pupil and their family will be carefully considered to determine whether additional support is required. Where appropriate, targeted support will be introduced and its impact reviewed over time. If evidence indicates that a pupil requires provision that is additional to or different from that ordinarily available to their peers, SEND Support will be put in place. Being behind academically does not automatically mean that a pupil has SEND, and a range of evidence is considered before any decisions are made. Throughout the process, the views of pupils and their parents or carers remain central to planning, decision-making and reviewing support.

How do we decide what support my child needs?

All pupils receive high-quality teaching that is adapted to meet their individual needs. If a pupil requires additional support, we follow a graduated approach called Assess, Plan, Do, Review (APDR). This cycle ensures support remains effective and responsive to each pupil's needs.

Assess: We gather information from teachers, parents and carers, the pupil and support staff. Assessments and observations may also be made by external professionals such as Speech Therapists or Educational Psychologists, where appropriate.

Plan: We agree outcomes, targets, support strategies and any adaptations to teaching and learning, alongside clear measures of success. These are recorded on a SEND Support Plan.

Do: The agreed support is delivered by the class teacher and appropriately trained support staff.

Review: Progress is reviewed regularly with pupils and families. Support is continued, adapted or changed depending on what is working best.

What support might my child receive?

Support is provided at different levels depending on individual need. The majority of pupils' needs can be met through high-quality, inclusive classroom practice.

Universal Support (available to all pupils) which includes:

- High-quality teaching
- Adapted lessons and resources
- Visual supports
- Practical learning opportunities
- Positive behaviour support
- Flexible teaching approaches

SEND Support

Some pupils require support that is additional to or different from that available to most pupils. This may include:

- SEND Support Plans
- Small-group targeted support
- One-to-one support where appropriate
- Additional resources
- Specialist programmes
- Advice from external agencies

Parents and carers are involved in planning and reviewing support.

Education, Health and Care Plans (EHCPs)

Some pupils have needs that are more complex and require a higher level of support. An EHCP may be appropriate when a pupil's needs cannot be met through SEND Support alone. The Local Authority decides whether an Education, Health and Care Needs Assessment is required.

Pupils with EHCPs receive:

- Personalised outcomes
- Provision outlined in the EHCP
- Multi-agency support
- Annual Reviews

How are parents or carers involved?

We believe that parents and carers know their children best and are key partners in the SEND process. We work closely with families through regular communication, meetings with class teachers and the SENCo, contributions to SEND Support Plans and review meetings to discuss progress and next steps.

Parents and carers of pupils on the SEND register are invited to an additional termly meeting with the class teacher to review their child's Assess, Plan, Do, Review (APDR) SEND Support Plan. These meetings are usually combined with Parent-Carer Consultations through an extended appointment, providing families with the opportunity to review SEND provision and progress while also gaining a holistic understanding of their child's academic, social and emotional development.

Parents and carers are also involved in decisions regarding referrals to external professionals and, where appropriate, participate in Annual Reviews for pupils with Education, Health and Care Plans (EHCPs). We encourage families to share their views and work collaboratively with us to support their child's development and ensure that provision meets their individual needs.

How are pupils involved?

We value the views of all pupils and encourage them to play an active role in decisions about their learning and development. Pupils with SEND are supported to share their strengths, interests and aspirations, identify strategies that help them learn successfully and contribute to discussions about their targets and progress. Their views are gathered in a variety of age-appropriate ways and are used to help shape support and provision. Pupils with Education, Health and Care Plans (EHCPs) are also encouraged to participate in their Annual Reviews in ways that are meaningful and appropriate to their age, stage of development and individual needs, ensuring that their voice remains central to the planning process.

What specialist services work with school?

We work closely with a range of external professionals to support pupils and families. Parents and carers are always informed and consent is sought before referrals are made.

Local Authority Services

- Educational Psychology Service
- North Tyneside Dyslexia Team
- Language and Communication Team
- Hearing Impairment Service
- Visual Impairment Service
- Primary Outreach Service

Health Services

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Public Health Nursing Team
- Child and Adolescent Mental Health Services (CAMHS)
- Connect Mental Health Team

How do we adapt teaching and learning?

Teachers carefully adapt teaching and learning to ensure that all pupils can access the curriculum, participate fully in classroom activities and achieve success. Adaptations are tailored to individual needs and may include adjusting the level of challenge, using visual supports, providing practical and hands-on learning opportunities, offering additional adult guidance, or using specialist equipment and technology to support learning. Where appropriate, personalised timetables and other individualised approaches may also be implemented. Our aim is to ensure that all pupils are included in high-quality classroom learning alongside their peers wherever possible, while receiving the support they need to thrive.

How do we monitor progress?

Pupils' progress is monitored regularly through classroom assessments, teacher observations and ongoing review of individual outcomes and targets. For pupils receiving SEND support, progress is evaluated through termly reviews of SEND Support Plans and, where applicable, Education, Health and Care Plans (EHCPs). For some pupils working significantly below age-related expectations, the school uses PIVATS to monitor and recognise small-step progress which may not be fully reflected in national curriculum assessments. The school also seeks the views of pupils and parents/carers and, where appropriate, incorporates advice from external professionals to inform provision. This graduated approach ensures that support is reviewed, adapted and refined as needed to secure the best possible outcomes for each pupil.

How do we support pupils' social and emotional wellbeing?

We have strong links with the Connect Mental Health Team who deliver whole school age-appropriate programmes to support pupils' social and emotional development. Connect support us to develop and sustain school-wide strategies for emotional wellbeing.

We recognise that emotional wellbeing is essential for learning and positive development. Support is tailored to individual needs and may include:

- Nurture groups
- Thrive activities
- Positive behaviour support
- Social skills groups
- One-to-one support
- Emotional wellbeing interventions
- Structured lunchtime activities
- Opportunities to develop positive relationships with trusted adults

How will my child be included in school activities?

We are committed to ensuring that all pupils can participate fully in every aspect of school life. Pupils with SEND are encouraged and supported to take part in educational visits, extracurricular clubs, sports activities, school performances, leadership opportunities, and special events alongside their peers. Where necessary, reasonable adjustments are made to activities, environments and resources to remove barriers to participation and ensure that every pupil can access the same opportunities, develop their independence and feel fully included in the life of the school.

How do we support transitions?

Additional personalised transition arrangements are made where required to support pupils with SEND. We understand that changes can be challenging for some pupils and therefore plan transitions carefully. We work closely with pupils and families to ensure transitions are as smooth and positive as possible.

Starting School

- Liaison with nurseries and pre-school settings
- Visits to school
- Additional transition opportunities where required

Moving Classes

- Opportunities to meet new teachers
- Visits to new classrooms
- Information shared between staff

Joining Rockcliffe Mid-Year

- Visits to school
- Meetings with families
- Discussions with previous schools where appropriate

Moving to a New School

- Information shared with the receiving school
- Meetings between SENCos
- Additional transition visits where appropriate
- Visual support materials or transition booklets if needed

What training do staff receive?

We recognise the importance of ongoing professional development in ensuring that all staff are equipped to support pupils with SEND effectively. Staff access a range of SEND-focused training through school-based CPD, external agencies and specialist services, covering areas such as autism, speech, language and communication needs, dyslexia, social, emotional and mental health needs, medical needs, inclusive classroom practice, and attachment and trauma-informed approaches. Rockcliffe First School has also achieved Dyslexia Friendly School status through training and support provided by the North Tyneside Dyslexia Team, reflecting the school's commitment to creating an inclusive learning environment for all pupils.

How do we evaluate our SEND provision?

We regularly evaluate our SEND provision to ensure that it is effective, responsive and meets the needs of our pupils. This process includes analysing pupil progress, reviewing SEND Support Plans and EHCP outcomes, gathering the views of pupils and families, consulting staff, and monitoring classroom practice through learning walks and observations. SEND provision is also scrutinised through governor monitoring and regular review of intervention impact. This ongoing cycle of evaluation helps us identify strengths, respond to emerging needs and continuously improve outcomes for pupils with SEND.

What support is available for families?

We recognise that families play a vital role in supporting their child's learning and wellbeing and are committed to working in partnership with parents and carers. The class teacher and SENCo are available to discuss any concerns, answer questions and provide guidance about SEND provision. Communication takes place through a range of channels, including meetings, telephone conversations, email, Seesaw and home-school communication where appropriate, ensuring that families are kept informed and involved in decision-making. In addition, parents and carers can access independent information, advice and support through SENDIASS, which offers impartial guidance on SEND-related matters.

SENDIASS Contact Information

North Tyneside Special Educational Needs and Disability Information, Advice and Support Service.

Tel: 0191 643 8313 or 0191 643 8317 **Email:** SENDIASS@northtyneside.gov.uk

What if I am concerned about my child's SEND provision?

If you have any questions or concerns about your child's learning, progress or SEND provision, please speak to your child's class teacher in the first instance. As the adult who works most closely with your child on a daily basis, the class teacher is best placed to discuss any concerns and explain the support currently in place. If further support or discussion is required, the class teacher will work with the SENCo and, where appropriate, the Headteacher. The SEND Governor has a strategic oversight role and is not involved in the day-to-day management of individual concerns. We will always aim to work collaboratively with families to resolve concerns promptly and positively. If concerns remain unresolved, parents and carers may seek further advice from North Tyneside Local Authority.

Further Information

The North Tyneside Local Offer SEND Local offer | North Tyneside Council provides information about services, support and opportunities available for children and young people with SEND and their families.

Further information can also be found in:

- The school's SEND Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy

Rockcliffe First School Entitlement Offer

School entitlement offer to pupils with additional needs	
Type of SEND for which provision is made at the school	**Type of support**
Communication and interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with Autism.	• Use of child friendly pupil profiles and needs-based plans involving pupils, parents/carers and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self- esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development.

	• Strategies and sensory resources to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEND is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social & emotional support. • Our SENCo can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Various practitioners are specifically trained in identifying and supporting children with ASC, Attachment Disorder and Speech and Language difficulties. • Support is offered to families from SENCo (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/ advice where appropriate, via the Local Offer.
Cognition and learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children / young people with specific learning difficulties (SpLD) such as dyslexia and dyscalculia.	• Use of child friendly pupil profiles and needs-based plans involving pupils, parents/carers and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy/memory. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes and 1:1 intensive interventions are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEND is monitored through the school's self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEND.

	• Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Our SENCo can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Behaviour and anti-bullying policies are evaluated on a regular basis. • Support is offered to families from SENCo (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/ advice where appropriate, via the Local Offer.
Behavioural, Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	• The school ethos values all pupils. • Positive behaviour strategies are used within the classroom and as part of the whole school behaviour policy • The schools behaviour policy identifies where reasonable adjustments /changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group and or 1:1 targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families from SENDCO (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/ advice where appropriate, via the Local Offer.
Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi- sensory impairment (MSI) and physical disability (PD).	• Advice and guidance from the Local Authority's Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions and health care plans,

	devised by school nurse in conjunction with other medical professionals and parents/carers. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The SENDCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/ organisations which may offer support/advice where appropriate, via the Local Offer. • The school has accessible toilets/facilities.