



# Rood End Primary School

## SEND offer

**School Name:** Rood End Primary School

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**Head teacher:** Jayne O'Neill

**SENCO:** Samantha Billingham

**Date:** November 2025

## Who can I contact about SEND provision at Rood End Primary School?



### **Mrs Billingham—Assistant Head Teacher for Inclusion and SENCo**

- Work with the headteacher, and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Review and monitor SEND provision and progress.
- Ensure EHCP provision is in place and reviewed.
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

**Contact: [sam.billingham@roodend.sandwell.sch.uk](mailto:sam.billingham@roodend.sandwell.sch.uk)**



### **Mrs O'Neill—Head Teacher**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**We work alongside the following agencies to support children with SEND:**

- Education and Child Psychologist—Dr Chris O’Conner
- Specialist Advisory Teacher for Learning (SAT-L) – Bronwen Andrew
- Specialist Advisory Teacher for Social, Emotional and Mental Health (SAT-SEMH) –Sarah Messenger
- Complex Communication and Autism Team (C-CAT) – Louise Pearce
- Specialist Teacher for Visual Impairment—Carrie-Ann Parsons
- Enhanced Speech and Language Therapist—We have a weekly visit from a speech and language therapist.

**Agencies available to support:**

Inclusion Support (Educational Psychologists, Specialist Teachers for Learning, Specialist teachers for Social, Emotional and Mental Health needs) – 0121 569 2777

Complex Communication and Autism Team – 0121 569 2777

Inclusion Support Early Years – 0121 569 2860 S

Sensory Support Team - 0121 569 2777 S

Speech & Language Services – 0121 612 3093 O

Occupational and physio therapists – 0121 612 3093

CAMHS – 0121 612 6620

School Nurse – 0121 612 2974

SENDIASS (Independent Parent Advice) – 0121 368 1166

## **What Special Educational Needs provision is available to children at Rood End Primary School ?**

Rood End Primary School is a fully inclusive school. We are committed to meeting the needs of all children in our school and develop their full potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

At Rood End Primary School support is targeted through the 4 broad areas of need:

### **1. Communication and Interaction**

- Receptive language/language comprehension
- Expressive language
- Developmental language delay
- Developmental language disorder
- Social communication/interaction
- Speech and Language difficulties

### **2. Cognition and Learning**

- Mild and moderate learning difficulties
- A specific learning difficulty in one area eg reading, spelling, mathematics

### **3. Social, Emotional and Mental Health difficulties**

- These may be temporary or long term and may affect the child's ability to learn. Children who experience social, emotional and mental health difficulties may also have additional difficulties

### **4. Sensory and/or Physical**

- Hearing impairment
- Visual impairment
- Physical impairment
- Medical needs

These areas of need help us identify what action required. Some children will have difficulties in more than one of these areas. Provision is monitored and adapted to ensure that this is effective.

### **What should I do if I think my child may have special educational needs?**

We operate an open-door policy. Class Teachers are available in the first instance to discuss any concerns. Appointments can be arranged at mutually convenient times.

We always involve parents and children in planning and reviewing progress. We communicate clearly and regularly with parents and carers of children regarding:

- how we support their children
- their achievements and their well-being
- their participation in the daily life of our school

We offer help, advice and model how parents and carers can help their children at home. Provision maps are shared termly and are discussed at parents evening.

We welcome and value feedback on how well we are working with our parents and we are keen to review and develop our SEND Local Offer further with parents' help and suggestions. We do termly parent surveys where you are welcome to share your views and ideas.

### **How will the curriculum be inclusive for my child's needs?**

We know that high quality teaching and skilful support will result in progress for all children including SEND. We aim for our curriculum to be inclusive by:

- Adapting tasks to ensure it is accessible for all
- Reasonable adjustments are made with the curriculum and learning environment to meet individual needs of children. Work is carefully differentiated and pitched to provide an appropriate level of challenge to all children based on the level of their prior knowledge.
- All children access classroom learning where activities are planned by their class teacher
- Class Teachers taking full responsibility for children's learning and progress.
- A wide variety of teaching and pedagogical approaches are used in classrooms.
- Providing stimulating, interactive and practical work.
- Tracking pupil progress to inform next steps in teaching
- Careful consideration is given to furniture and the layout of the classroom. All classrooms have consistent display boards and use a Now/Next to communicate the daily routine.
- Individual provision maps are produced and tracked termly by class teachers.
- Use of specialist equipment or digital technology to support learning, engagement and retention

### **How accessible is the school environment?**

Please see the school accessibility plan for more information.

## **How does the school know if children need extra help?**

A parent's knowledge of their child is essential in getting to know the needs of a child. Prior to joining Rood End Primary School in the Early Years, school staff may do home visits or parent consultations where information is shared and parents can express any concerns about their child's development. This will allow us to plan for how we might begin to support a child once they start.

If a child has attended a different Nursery or school we will also work with them to gain information about a child's development and needs to help us plan provision appropriately. If children transfer to Rood End Primary School part way through their school journey, school staff (SENCo) will endeavour to gain as much knowledge as possible from the previous school to inform the provision that needs to be put in place.

Children in the early years are assessed and monitored carefully and sensitively through classroom observations to establish where a child's starting point is. They are also screened using the Wellcomm tool for speech, language and communication development. Any needs that are identified are monitored closely and provision is adapted appropriately.

Children continue to be assessed and monitored closely throughout school and progress is discussed regularly with senior leaders. If there are concerns surrounding a child's progress then teachers are able to make a learning or pastoral referral to the school's Inclusion Team at any time. If a parent has a concern about their child's learning, the first port of call should be to raise this with the child's class teacher. Parent's will be able to discuss the concern and the class teacher will be able to address this by explaining how the child is being supported. The class teacher will monitor the concern and try different strategies to support the child. If it is felt that more support is needed, the class teacher will then liaise with the school SENDCO to look at different ways to support their child.

Further assessment, monitoring or intervention may be necessary at this stage. Parents would be able to meet with the SENDCO and the class teacher to decide what the next steps will be. At this stage, children may be put on the SEND register at the level SEN Support.

It may then be felt that school need to seek additional advice from an external professional who would complete some more thorough assessments and give recommendations to school that will support the child's needs.

## **What are the arrangements for consulting parents of children with SEND and involving them in their child's education?**

We endeavour to involve parents of children with SEND in the planning for and reviewing a child's progress through regular communication. Parents will be able to discuss their child's progress termly at parent consultation evenings and the school's SENDCO can be present if necessary. Some children with additional needs will have an individual provision map detailing some targets for the term ahead and the provision that school and parents can put in place to support the child. These are reviewed termly and parents are encouraged to be a part of this reviewing process. Parents are able to request meetings or may be contacted by the school SENDCO to discuss progress, provision or support throughout the year.

## Provision to meet need.

**Wave 1** is known as 'Universal Provision' and this is what is provided for ALL our pupils within their classroom setting.

**Wave 2** is known as 'SEN Support Provision' which is offered to those pupils who have not made expected progress or need a small boost in order to achieve their potential. These interventions are offered on a short term basis in order to rapidly move the pupils forward in their learning and are often provided within the classroom setting or within a small targeted group.

**Wave 3** is known as 'Highly Individualised Intervention' is for those pupils who have been identified as having a Special Educational Need and/or Disability. These children require more individualised learning opportunities and a more significant level of support 'above and beyond' what is provided for all children in order for them to make progress. The expectation is that SEND pupils will make good rates of progress and meet specific outcomes set. Not all interventions will be suitable for all children so will be individualised to meet each child's needs.

Children with EHCP's have an individual plan which identifies end of Key Stage targets, short term targets for their current academic year and the provision that should be put in place. Provision maps support teachers' planning to ensure that additional provision is being made for pupils with SEND. Provision plans are reviewed termly alongside the SENCO.

At Rood End we have developed a core curriculum to support and track progress for children who need additional support in Reading, Writing and Maths. The core curriculum maps out our key skills from Sandwell Skills Ladders Building Concepts to Year 3. Children who follow our core curriculum are tracked closely (half termly) to ensure their learning is appropriate, challenging and supporting them to make progress.

## Identifying SEND pathway

### Quality First teaching

Adaptations are made to meet the needs of all pupils. High expectations for all. Teachers are knowledgeable about the needs of all the pupils in their class and are accountable for standards. Teachers direct the work of support staff to ensure pupil progress.



### Barriers to learning

Data, individualised assessments and knowledge of the child identify gaps in knowledge and pupils who are making slower than expected progress.



### Interventions

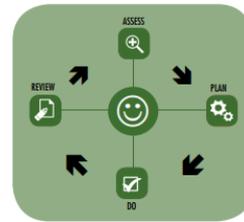
Consult with SENCo. Interventions agreed.

Staff record dates, frequency, start data and end data.

Review after 6 weeks and continue if required to consolidate learning.

Child added to class Provision Map.

Progress closely monitored.



### SENCo receives Cause for Concern form

SENCo investigates cause for concern through dialogue with teacher, support staff, child, Safeguarding team, Attendance officer and parents.

SENCo to provide in school support and guidance for staff.

**Assess, Plan, Do, Review.** Additional or alternative interventions if appropriate.

SENCo to use SEN code of practice and external school support regarding the 4 broad areas of need to assess needs and next steps.



### Outside Agency support

SENCo completes consultation request for LA Inclusion Support involvement.

Outside agencies produce reports and targets.

Class Teacher implements provision, SENCo monitors progress.

SENCo to liaise with Outside Agencies regarding progress and next steps.

Evidence collected for new EHCP applications and alternative funding streams.

## **How do we assess and review progress?**

We monitor the progress and well-being of children with SEND and the quality of our provision through lesson observations, pupil interviews and discussions with teachers and support staff.

Each term the class teacher and Senior Leaders review how well all children, including those with SEND, are making progress in a 'Pupil Progress Meeting'. We use the information we have about each child to plan programmes of support and how this will be delivered.

Parents Evenings are termly and parents receive an annual report of their child's achievements. There are annual reviews for pupils with an Educational Health and Care Plan.

All classes use Edukey online provision maps in to identify and plan additional support and interventions. Interventions are recorded and monitored on individual provision maps, progress towards individual targets are monitored. If there is no progress against targets the support will be reviewed and adapted in consultation with the SENCo. Monitoring is made through observations, learning scrutiny, talking to children and analysis of data. Children who receive additional support will have this tracked on an individual provision map. These are sent out via email once per term for parents to review. These are then discussed at parents evening.

All our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice to ensure the best possible provision for our children, including those with SEND.

A designated SEND governor meets termly with the SENCO to ensure quality of provision. The designated SEND governors are Sam Atkinson and Katherine Parkes.

## **The Hub**

### **Intent**

At Rood End Primary School our intention for Special Educational Needs and Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that all of our pupils are equipped with the tools needed to become independent, inquisitive learners.

We are committed to ensuring that all pupils, including those with some specific and complex needs, receive the highest standard of care and access to an inspiring and wide-ranging curriculum. We pride ourselves on the inclusive nature of our school, children mix happily and are fully accepted into school life by staff and their peers. Where needs can be best met outside of the classroom, children will use The Hub for this part of their day.

### **Implement**

The Hub is a highly differentiated provision focused on supporting children with complex needs. All children who learn in "The Hub" have difficulties with Speech, Language and Communication. 18 children access The Hub. All children have a diagnosis of Autism or are on the assessment pathway.

Children will be part of a mainstream class and will engage in class activities based on individual needs. We aim for children to integrate into learning and social times throughout the day and adapt to ensure each child is supported. We encourage children to be included as part of their mainstream class and their teacher will tailor a curriculum to meet their needs. They will have 1:1 or small group support in the classroom when needed and have access to individual work stations.

The Hub focuses on equipping children with the skills they need to learn within the classroom environment. It is a structured teaching space focused on clear boundaries, consistent, structured routines, communication and language skills and independence.

Each child has a specially designed learning programme which includes personalised learning targets linked to EHCP's, social communication and interaction targets and activities to support sensory regulation. Each session is highly focused and has a structured timetable. Children move between work station activities, speech and language activities, shared snack times, story times and structured play sessions.

We use a range of strategies to support children including:

- TEACCH
- Makaton
- PECS
- Now/Next
- Wellcomm
- Aided Language Displays
- Objects of reference
- Intensive Interaction
- Communication Symbol Supported Text

Where children are not yet accessing the National Curriculum, progress is tracked through Sandwell Skills Ladders, Wellcomm and a small number of children may be assessed and demonstrate progress through the engagement model, which looks at 5 areas of engagement in learning and is for children who are either in the very early stages of, or not yet ready for subject specific learning.

All staff receive regular training and support and work closely alongside outside agencies including:

- Educational Psychologists
- Speech and Language Therapists
- Complex, Communication and Autism Team
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for Social, Emotional and Mental Health
- Occupational Therapists
- Physiotherapists

### **What training do the staff supporting children with SEND have?**

All staff receive regular training regarding SEND provision.

We work with Sandwell's Inclusion Support team which offers a range of support, training and advisors including:

- Education Psychologists
- Speech and Language Therapists
- Occupational Therapy
- Complex Communication and Autistic Team
- Physiotherapists
- Behaviour Support
- Hearing, Physical and Sensory Support
- Child and Adolescent Mental Health Services
- Language and Learning Support

### **What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?**

Parents are encouraged to discuss any concerns with the class teacher and SENCO. If parents are still unhappy about the outcome they can contact the Head Teacher regarding their complaint. If the issue can't be resolved at this level, or if the complaint relates to the Head Teacher, the parent would be directed to the school's complaints procedure.

### **Where is the Local authorities Local Offer published?**

Sandwell Authority Local Offer: [www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

Any queries about Sandwell's Local offer can be made by calling 0121 569 6777 (Monday to Friday, 9.00am-3.00pm).

Mrs S Billingham

SENCo

November 2025