

Roseacre Primary Academy-SEND Information report

Address	Stonycroft Ave Blackpool FY4 2PF
Contact number	01253 319000
Headteacher	Mrs A.Hart
Special Educational Needs and Disabilities Co-ordinator (SENDCo)	Mrs. D. Elliott
Website address	roseacre.atctrust.org.uk
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This report, along with the academy's SEND Policy, complies with the statutory requirements laid out in Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, and Section 6.79 to 6.83 of the DfE SEND Code of Practice: 0 to 25 years.

It has been written with due regard to the following statutory legislation and guidance:

- Children and Families Act 2014
- Equality Act 2010 (and the Equality Act 2010: advice for schools DfE)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015, updated 2017) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- Data Protection Act 2018 & UK General Data Protection Regulation (UK GDPR)
- The Special Educational Needs and Disability Regulations 2014 (Schedule 1)
- Teachers' Standards 2012

What makes Roseacre special?

We understand that choosing the right school for your child is a significant decision, particularly if they have additional needs. At Roseacre Primary Academy, in partnership with the Achievement Through Collaboration (AtC) Trust, we believe every child has an equal entitlement to praise, recognition, and success. We capture the hearts and minds of our pupils by delivering a broad, ambitious, and inclusive curriculum that promotes intellectual, personal, social, physical, and emotional development.

Our Commitment to You and Your Child

As part of the AtC Trust, we recognise that the accurate, early identification of barriers to learning is essential. Unmet needs can impact not just academic progress, but also a child's confidence, mental health, and happiness. We are committed to high-quality adaptive teaching as the foundation for all SEND support, ensuring every pupil feels safe, valued, and included.

We believe in genuine co-production with families. We promise to listen to your concerns, value your unique knowledge of your child, and work in close partnership to ensure you and your child are active, confident leaders in their educational journey.

Our approach to supporting your child

Why Early Help Matters

We believe that the earlier we identify a child's unique needs, the better outcomes we can achieve. By identifying learning differences, communication barriers, or social-emotional challenges early, we provide the right support at the right time. This proactive approach helps your child build confidence, maintain positive mental health, and make strong progress.

How We Identify and Support Your Child

At Roseacre Primary Academy we adopt a 3-tiered graduated approach to SEND:

- Tier 1 (Universal Offer): Every child receives high-quality adaptive teaching daily, underpinned by the Education Endowment Foundation (EEF) '5 a day' principles (*explicit instruction, cognitive strategies, scaffolding, flexible grouping, and technology*).
- Tier 2 (Targeted and Targeted Plus Support): If a child makes less than expected progress despite universal adaptations, we co-produce a targeted Assess, Plan, Do, Review (APDR) plan with parents/carers. This details specific, evidence-informed interventions (e.g., small group catch-up, phonics, ELSA, or speech and language).
- Tier 3 (Specialist Support): For complex or persistent needs, we collaborate with external specialists (including the Blackpool Inclusion Service, Educational Psychology, Speech & Language Therapy) to deliver specialist interventions or support Education, Health and Care Needs Assessments (EHCNA).

Who will I contact to discuss the concerns or needs of my child?

- Class Teacher: Your child's class teacher is always the first point of contact. They provide an inclusive learning environment tailored to the needs of all children in the classroom, continually monitor progress, and liaise with key staff regarding additional support.
- SENDCo: Mrs. D. Elliott (NPQ SENCO) is Roseacre's Coordinator for Special Educational Needs and Disabilities.
- Pupil Engagement Officers (PEOs): Mrs. Thistlethwaite and Miss Macarty support children directly to ensure they can access the curriculum and regulate in class.
- Deputy Headteacher: Mr. Jarvis.
- Headteacher: Mrs. A. Hart.
- SEND Link Governor: Mrs. G. Duxbury.

How will Roseacre know how well your child is doing?

The academy uses robust, ongoing formative and summative assessments alongside termly pupil progress meetings to build a clear picture of every child's strengths and holistic development.

Under the **AtC Trust framework**, a child is identified as needing additional SEND support (Tier 2/3) when, despite receiving high-quality **Tier 1 adaptive teaching**, their progress matches any of the following:

- **Academic Progress:** Makes little or no progress despite targeted teaching adaptations, or fails to close the attainment gap with peers.
- **Communication & Interaction:** Experiences persistent speech, language, or social communication difficulties that hinder learning and social connection.
- **Social, Emotional & Mental Health (SEMH):** Displays persistent emotional, social, or behavioral challenges that are not modified by standard relational and proactive behavior strategies.
- **Sensory & Physical:** Has ongoing sensory, physical, or medical needs that restrict access to learning despite specialist equipment or environmental adjustments.

When emerging needs are identified, the class teacher and SENDCo conduct further diagnostic assessments to pinpoint specific barriers. Support is implemented through the **Assess, Plan, Do, Review (APDR)** cycle. Where appropriate—and in full consultation with parents/carers—the academy collaborates with specialist services, including the **Blackpool Inclusion Service, Blackpool Experts at Hand, Speech and Language Therapy, Child and Wellbeing Practitioners**, and the **Educational Psychology Service**.

How will Roseacre support your child?

Provision is structured around the AtC Trust 3-Tiered Model to ensure support is matched precisely to your child's needs:

- Tier 1 (Universal): High-quality adaptive teaching in every classroom, ensuring physical, sensory, and learning adaptations are available to all pupils.

- Tier 2 (Targeted & Targeted Plus): Evidence-informed, small-group or 1:1 interventions in areas such as reading, writing, maths, speech and language, and social/emotional skills (ELSA and nurture).
- Tier 3 (Specialist & EHCP Provision): Highly individualized, specialist support guided by external agencies or as mandated in an Education, Health and Care Plan (EHCP).

Monitoring Effectiveness (The Graduated Approach)

Class teachers, supported by the SENDCo, evaluate the progress of all pupils continuously. For children receiving Tier 2 or Tier 3 SEND support, effectiveness is tracked via an Individual Support Plan (ISP) using the Assess, Plan, Do, Review (APDR) cycle.

ISPs are co-produced with families and formally reviewed three times per academic year to evaluate progress against SMART targets, assess intervention impact, and agree on next steps. Further details on the local framework can be found on the [Blackpool Local Offer](#) website.

Working Together: Our Partnership with You

We have lots of different methods for communication with our families

Parents evenings	Written reports	Informal meetings
Home- school communication books	Digital newsletter	Facebook updates
Formal review meetings	Multi-Agency Meetings	Phone calls/emails home

At Roseacre Primary Academy, we believe in genuine co-production—working hand-in-hand with parents, carers, and pupils to shape all support decisions.

- Termly Co-Production Meetings: For pupils on the SEND register, class teachers (supported by the SENDCo) meet with parents/carers and the pupil three times per academic year. Together, we review previous targets, evaluate intervention impact, and co-produce new SMART outcomes.
- Ongoing & Informal Communication: We maintain open, trust-based dialogue through face-to-face contact at the end of the school day, home-school diaries, phone calls, and formal parent consultation evenings. Parents are always encouraged to raise any emerging concerns with the class teacher or SENDCo at the earliest opportunity.
- Parent Workshops & Empowerment: We regularly host parent workshops covering phonics, reading, maths, and SEND strategies to empower families and support learning at home.

Our Accessible and Inclusive Environment

We are committed to creating an accessible, welcoming environment where every child feels safe, valued, and fully included. Further details regarding site adaptations and ongoing improvements are set out in the academy's Accessibility Plan on our website.

- **Physical Accessibility & Sensory Spaces:** Our school building is wheelchair accessible, and features dedicated accessible toilet facilities. We maintain quiet intervention spaces for small-group and 1:1 learning, alongside a range of sensory resources and adaptive equipment to support diverse sensory and physical needs.
- **Reasonable Adjustments:** In line with the Equality Act 2010, we proactively make reasonable adjustments to learning environments, classroom resources, timetables, and teaching approaches to eliminate barriers to learning.
- **Clubs, Trips & Residential Visits:** Every child has an equal right to participate in extra-curricular activities, educational visits, and residential trips. We work in close partnership with families to co-produce personalised risk assessments, ensuring tailored support and reasonable adjustments are in place so all pupils can participate safely and fully.

Tailored Support for Your Child

Because every child's needs and learning profile are unique, support is personalised using the AtC Trust Tiered Model:

- **Adaptive Classroom Practice (Tier 1):** Class teachers adapt daily instruction using EEF "5 a day" strategies (scaffolding, explicit instruction, cognitive supports, flexible grouping, and technology) so all pupils access quality learning opportunities.
- **Targeted Interventions (Tier 2 & 3):** Where additional help is needed, support is delivered through structured 1:1 or small-group sessions. This may involve class teachers, higher-level teaching assistants, our Pupil Engagement Officers (PEOs), or external specialists—guided by our SENDCo, Mrs. D. Elliott.
- **Co-Produced APDR (Assess, Plan, Do, Review) plans:** Specific interventions, SMART targets, and adaptive strategies are recorded on an APDR plan, co-produced in partnership with you and your child.

Fostering Independence:

Our primary goal is to help your child become a confident, resilient, and independent learner—never dependent on adult support. We focus on equipping pupils with self-advocacy skills, emotional regulation tools, and learning strategies that enable them to thrive at Roseacre and succeed in their future education.

Your Child's Well-being and Safety

At Roseacre Primary Academy, a child's emotional, social, and mental health (SEMH) wellbeing is as fundamental as their academic success. We foster a safe, nurturing environment where every child feels heard, valued, and secure.

- **Social, Emotional & Mental Health (SEMH) Support:** If your child needs help with emotional regulation, confidence, or social skills, they can access dedicated internal support. Our Pupil Engagement Officers (PEOs)—Mrs. Thistlethwaite, who is a trained ELSA (Emotional Literacy Support Assistant), and Miss Macarty, who is our Deputy Designated Safeguarding Lead, provide 1:1, small-group, and nurture support.
- **Understanding Behavioural Needs:** In line with our SEMH policy, we view challenging or distressed behavior as a potential communication of underlying, unmet needs. We work in close partnership with families to co-produce supportive strategies and APDR plans focused on self-regulation and self-esteem.
- **Medical Conditions & Individual Healthcare Plans (IHCPs):** For children with medical needs or physical conditions, we co-produce robust Individual Healthcare Plans (HCPs) with health professionals and parents to ensure safety and full inclusion across all school activities.
- **SEND-Specific Safeguarding:** Safety is our absolute priority. All staff receive regular safeguarding training in line with KCSIE 2026, with specific focus on overcoming communication barriers and identifying hidden risks (such as peer isolation, cyberbullying, or unexpressed distress) to protect pupils with SEND.

Your Child's Voice and View

At Roseacre Primary Academy, we believe that pupils must be active co-producers of their own learning journey. We ensure every child's voice, aspirations, and feelings directly shape the support they receive:

- **One-Page Profiles & APDR plans:** Every pupil on the SEND register helps co-produce a personal APDR plan that highlights their strengths
- **Goal Setting & Self-Reflection:** Children participate in setting their SMART targets and are encouraged to reflect on their own progress, celebrating achievements along the way.
- **Child-Centred EHCP Reviews:** For pupils with an Education, Health and Care Plan (EHCP), review meetings are centred around the child's perspective. Age-appropriate communication tools, visual aids, or designated staff advocates are provided to ensure their voice is heard.
- **Whole-School Leadership:** Pupils with SEND are encouraged to take on leadership roles across the school, such as School Council Representatives, House Team Captains, or Digital Ambassadors.

Who to Talk to if You Have Concerns

We believe that open communication is key, and we want you to feel heard. If you ever have a concern about your child, we encourage you to first talk to their class teacher. They know your child best and can often resolve issues quickly.

If you feel the matter is not resolved, you can then make an appointment to speak with the SENCo (Special Educational Needs Coordinator).

If you are still not satisfied, you can contact the Chair of Governors or our SEND Governor, who are also available to listen to your concerns and help mediate with the school. We also have a formal complaints policy which outlines these procedures in more detail and can be found on our school website.

Smooth Moves: Supporting Your Child Through Transitions

We recognise that moving between key educational stages or changing classes can bring anxiety—especially for children with SEND. We plan proactively to ensure every transition is smooth, positive, and tailored to your child's needs.

- **Joining Roseacre (Early Years & In-Year Admissions):**
For children entering Reception or joining in-year, we arrange taster visits, parent consultations, and pre-school setting visits. The SENDCo collaborates with early years providers, health professionals, and parents to transfer assessment records, establish APDR plans, and put adaptive teaching strategies in place from day one.
- **Year-to-Year Transitions (In-School):**
At the end of each academic year, structured handover meetings take place between current and receiving class teachers. Children benefit from classroom visits, meet-the-teacher sessions, and personalised visual transition booklets
- **Moving to Secondary School:**
We deliver a comprehensive transition programme in Year 6. Our SENDCo meets directly with secondary SENDCos to transfer all APDRs, EHC plans, medical records, and specialist advice. For pupils needing extra reassurance, we arrange bespoke transition plans, enhanced secondary visits, and staff-accompanied tours.
- **Statutory EHC Plan Transition Deadlines:**
For pupils with an EHC plan, annual reviews are completed well in advance of key phase transfers to allow for commissioning of provision:
 - 31 March for children moving from early years into primary school (Reception).
 - 15 February for pupils moving from primary to secondary school.

Additional support and resources

The Blackpool Local Offer:

Comprehensive details regarding local services, provision, and support frameworks across Blackpool can be found on the Blackpool Local Offer directory. This free Local Authority service brings together education, health, social care, leisure activities, and specialist support groups for children and young people with SEND aged 0–25. It also provides information on Blackpool Council's "Experts at Hand" multi-agency support teams. A direct link to the Local Offer is available on the Roseacre Primary Academy website.

Blackpool SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service):

For free, confidential, and impartial advice, parents and carers can contact Blackpool SENDIASS. Operating independently of the school and Local Authority, SENDIASS provides guidance on education law, assists with paperwork and statutory EHC plan processes, and can support or accompany parents at school ISP meetings, annual reviews, mediation, or tribunals.

- Phone: 01253 477082
- Email: sendiass@blackpool.gov.uk