

SEN Information Report

At Rushwick Primary School it is our intention to provide the opportunities for every child to develop their abilities to the fullest possible extent, and equip them with the values, knowledge and skills necessary for them to lead a worthwhile life in society.

At Rushwick Primary School our aims are:

- To offer excellence and choice to all our children, whatever their abilities or needs
- To have high expectations of all our children
- To have all our children feeling that they are valued and part of our school community
- To provide a curriculum appropriate for all children: including those with learning difficulties, emotional/behavioural problems, physical difficulties, sensory impairments and other medical conditions
- To work in partnership with parents and the child to achieve personal success and raise their attainment
- To maintain children's safety and well-being which is central to their development

The children and Families Act (2014) defines children as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them, including:

- having significantly greater difficulty in learning than the majority of others the same age
- having a disability that hinders them making use of educational facilities provided for others of the same age.

The SEND Code of Practice (DFE/DoH 2015) clarifies this further to say the only children who should be considered to have special educational needs are those for whom it is necessary to make provision that is additional to or different from that normally available to children of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided by high quality first teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. The management of this provision is the responsibility of our SENCo, overseen by our Head Teacher and SEN Governor.

The following information conveys how we put support in place for all pupils with SEN, including the areas of need below:

- Learning difficulties
- Communication difficulties

- Autistic spectrum
- Behaviour, emotional and social difficulties including mental health
- Specific Learning Difficulties
- Physical difficulties and medical needs
- Sensory difficulties

Wave 1		Wave 2	Wave 3
Whole School response - Quality First Teaching		Target support for individuals or small groups (short/medium term)	Specialised individual support (medium/long term)
Teaching approaches	<ul style="list-style-type: none"> • The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress, support will be put in place. • Formal pupil progress meetings between class teachers and the Senior Leadership Team (SLT) are held termly, where the progress of every child is discussed. • All teachers are teachers of children with SEN. Therefore, teachers will make provision within the classroom for children who require additional support. • Parents are kept informed about their child's progress at parents' evenings twice a year and a written report in the summer term. 	<ul style="list-style-type: none"> • Assessment for Learning (AfL) is used to support planning for different levels of attainment. • Differentiated learning means that the learning is matched to the ability of the child. • Small groups maybe supported by either the class teacher or the Learning Support Assistant (LSA) as appropriate. <p>Targeted support includes programmes such as:</p> <ul style="list-style-type: none"> • Developing fine motor skills - Finger gym 	<ul style="list-style-type: none"> • Learning is adapted to meet the individual children's needs. • There is careful targeting of individual support and interventions for pupils with an Individual Support Plan • Support and interventions are put in place for children who are not making progress.

		<ul style="list-style-type: none"> • Developing gross motor skills - Smart Moves • Social & Communication - Time to Talk, Language for Learning. • Speech & Language development • Emotional Well-being using the Thrive Approach • Using computer programs for example Clicker, WordShark 	
Learning/ Curriculum approaches	<ul style="list-style-type: none"> • Children will have full access to the National Curriculum and Religious Education. • The National Curriculum will be differentiated to take account of children's particular need and will be modified to suit children's academic and personal development. 	<ul style="list-style-type: none"> • Interventions link directly to the National Curriculum and targets are written to support children in catching up. • Visual timetables are used in classrooms to support children as appropriate. 	<ul style="list-style-type: none"> • The school responds to any concerns raised by parents. • The Special Educational Needs Coordinator (SENCO) may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. • Support Plans are written and reviewed by the pupil, class teacher, SENCO and parents as appropriate.

<p>Environmental and physical resources</p>	<ul style="list-style-type: none"> • Rushwick Primary School is an inclusive setting that welcomes all children regardless of their abilities. • Reasonable adjustments are made to include all members of the school community. 		
<p>Behavioural and emotional</p>	<ul style="list-style-type: none"> • Rushwick Primary School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. • The school uses THRIVE Approach and P4C materials for circle times and Acts of Worship. • To promote positive behaviour, we have reward systems in place. 	<ul style="list-style-type: none"> • We have social skills groups and games clubs to develop children's social skills. • We also have LSA on duty during morning and lunchtime breaks to help children learn how to play appropriately and model 'good' behaviour. • We have two qualified Thrive Approach practitioners who will work with children in groups or 1 to 1 and teaching staff have access to online screening materials. • Some children may have a home/school diary for short periods of time to allow regular contact with parents and a way of targeting specific needs ie behaviour. 	<ul style="list-style-type: none"> • Children can have an Individual Behaviour Plan (IBP) which has targets to improve behaviour. The targets are reviewed at least termly. • We can receive support from the Behaviour Support Team (BST) who provides support and advice to school staff and parents, as well as working 1:1 with the child. • We have access to early Intervention who can offer parents support in managing difficult behaviour/or other aspects of concern at home. • We can make referrals to CAMHs (who support children with mental health)

Frequently asked questions from the parent/carer's point of view:

Question	Answer
How does School know if children need extra help?	<p>Rushwick Primary School is committed to early identification of Special Educational Needs (SEN). Children are identified using a range of evidence through:</p> <ul style="list-style-type: none"> • School assessment and monitoring - child performing below age expected levels. • Liaison with Nursery Provider/previous school. • Concerns raised by parents • Concerns raised by school staff • Liaison with external agencies • Health diagnosis through paediatrician/doctor
What should I do if I think my child may have SEN?	<p>At our School we pride ourselves on building positive relationships with parents. We are open and honest with parents. Therefore, if you are concerned you need to speak to your child's class teacher or contact the SENCO.</p>
<p>How will staff at Rushwick Primary School support my child?</p> <p>Who will oversee, plan, work with my child and how often?</p> <p>Who will explain this to me?</p>	<ul style="list-style-type: none"> • Your child's class teacher and the SENCO will oversee and plan your child's support plan. • The class teacher will ensure progress is being made in all areas. • There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a small group. • The regularity of these sessions will appear in the Support Plan. • The class teacher and SENCO will meet with you to discuss and review the Support Plan or any other concerns termly. • In addition to this, there are two parents' evenings per academic year.

	<ul style="list-style-type: none"> • For further information the SENCO is available to discuss support in more detail.
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p> <p>What opportunities will there be for me to discuss my child's progress?</p> <p>How does the school know how well my child is doing?</p>	<p>At our School we believe that your child's education should be a partnership between parents, teachers and indeed your child. Therefore we actively encourage parents to be involved in their child's learning.</p> <ul style="list-style-type: none"> • We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCO to discuss how your child is progressing. On Tuesday after school there is an informal drop-in with class teachers from 3.15 - 3.30pm, where we can offer advice and practical ways of helping your child at home. • In the autumn and spring term we have parents' evenings to discuss progress and your child's next steps. We also send home a written report at the end of the summer term. • More informally, we have open afternoons throughout the year for your child to show you their work. • If your child is on the SEN register, they will have an Individual Support Plan which will have individual targets, so you will know what they are working towards. The support plan is reviewed on a termly basis. • If your child has complex SEN, they may have an Education Health Care Plan (EHP), which means a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written. • As a school we measure and track children's progress in learning against national age related expectations.

	<ul style="list-style-type: none"> • The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. • Children who are not making expected progress are picked up through Pupil Progress meetings. In these meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
<p>What support will there be for my child's overall well-being?</p>	<p>All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children. Children's emotional, mental and physical well-being is very important to us as a school and the recent implementation of the THRIVE Approach further consolidates this.</p>
<p>What is the pastoral, medical and social support available in the school?</p>	<p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is necessary, the class teacher liaises with the SENCO for further advice and support. This may be working alongside outside agencies such as Health and Social Services and the Behaviour Support Team. Class teachers may also address specific issues through whole class circle time, using the THRIVE Approach materials. In addition to this:</p> <ul style="list-style-type: none"> • We celebrate children's achievements from both in and out of school in assembly times. • There are many opportunities for our children to take part in the wider life of our School. We have sports teams, a very successful choir who take part in many events in our community. • We have a school council where the children discuss important issues to the school community and organise fund raising events for both local and national charities.

	<ul style="list-style-type: none"> We offer a wide range of extra-curricular school activities which are run by class teachers during lunch time and afterschool. The children can take part in lots of activities like team games, art, maths, chess, and singing.
<p>How does the school manage the administration of medicines?</p>	<p>The school has a policy regarding the administration and managing of medicines on the school site.</p> <ul style="list-style-type: none"> Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day. The First Aid named staff generally oversee the administration of any medicine. Dedicated staff have regular training and updates of conditions and medication affecting individual children, so that they are able to manage medical situations.
<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>At our School we have a positive approach to behaviour management and have a very clear reward system in place, which is followed by all staff and pupils.</p> <ul style="list-style-type: none"> If a child has a behavioural difficulty, an Individual Behaviour Plan (IBP) is written with the child and parents. We can get advice and support from the Behaviour Support Team, who will provides support and advice to school staff and parents, as well as working 1:1 with the child. We have an Early Intervention Support Worker who can offer parents support in managing difficult behaviour at home. Attendance of every child is monitored on a daily basis by the Office Staff. Lateness and absence is recorded and is reported to the Headteacher.

<p>How will my child be able to contribute their views?</p>	<ul style="list-style-type: none"> • We have a school council, which is an open forum for any issues or viewpoints to be raised. • Our Support Plans are pupil friendly, which means they are written with the children in child speak. They are reflective about what they find tricky and can identify their next steps with support. • We have a pupil questionnaire, in which we seek the viewpoints of the children before review meetings. • We will invite pupils in to the Support plan review meetings if deemed appropriate. • Around the school we have posters reminding the children who they can go to if they want someone to talk to. • If your child has an ECHP, they will give their contribution before a review meeting.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>As a school we work closely with outside agencies. These include, Behaviour Support Team, Educational Psychologists, GPs, school nurses, Early Intervention Support, CAMHS, Speech and Language Therapists, Social Services and Outreach support from local special schools.</p>
<p>What training have the staff supporting children with SEN had or are currently having?</p>	<ul style="list-style-type: none"> • Our SENCO is an experienced qualified teacher, who has completed the Masters Level National SENCO Accreditation. • The SENCO attends SEN briefings and updates. • All staff receive SEN training and updates. • Recent training has included Thrive Approach training, Dyslexia awareness training. • Two staff members are trained THRIVE Approach Practitioners • We have three Higher Level Teaching Assistant (HLTA)

<p>How will my child be included in activities outside of the classroom, including school trips?</p>	<ul style="list-style-type: none"> • All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. • A risk assessment is carried out prior to all off site activities to ensure everyone is safe. • We will also help to prepare your child for any changes in their day.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school site is wheelchair accessible with a large disabled toilet. • There is also a disabled parking bay close to the school entrance.
<p>How will the school prepare and support my child when joining the school and transferring to a new school?</p>	<p>At our School we liaise closely with our Nursery feeders to provide a smooth transition into Reception class.</p> <p>The transition programme includes visits to the Nursery setting, visits to family home and the invitation to join current Reception class for story and lunch during summer term prior to starting to school.</p> <ul style="list-style-type: none"> • For children with SEN, we encourage further visits to familiarise them with the new surroundings. • When children are preparing to leave us for a new school; usually to go to secondary school, we arrange additional visits, and meetings with the SENCO and parents to prepare for the transition. • We liaise closely with staff when receiving and transferring children to different schools, making sure that all relevant records are passed on and needs discussed and understood. • If your child has complex needs then an ECHP Review will be used as a transition meeting. Staff from both schools and parents would attend.

<p>How are the school's resources allocated and matched to children's SEN?</p>	<ul style="list-style-type: none"> • We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. • We have a team of LSAs who deliver the programmes designed to meet the children's needs. • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
<p>How is the decision made about what type and how much support my child will receive?</p> <p>How do we know if it has had an impact?</p>	<p>The class teacher and the SENCO will discuss your child's needs and what support would be appropriate and then discuss this with you.</p> <ul style="list-style-type: none"> • Verbal feedback from the teacher, parent and pupil. • Reviewing the targets on your child's Support Plan. • Comparing baseline assessments to assessments carried out after the intervention programme.
<p>Who can I contact for further information?</p> <p>Who should I contact if I am considering whether my child should join the school?</p>	<p>Your first point of contact would be your child's class teacher to share any concerns.</p> <p>You could also arrange to meet our SENCO - Mrs Deborah Hulls. Read through the SEN Policy on our website.</p> <p>Contact the School Office on 01905 422502 to meet with the Headteacher - Mr Geoff Jeffrey or the SENCO - Mrs Deborah Hulls, to arrange a visit to discuss how the school could meet your child's needs.</p>

To view the Worcestershire County Council Local Offer for SEN <http://worcestershirelocaloffer.org.uk/>

The SEN Code of Practice can be viewed at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>