

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 'Waves of Intervention' document (see appendix 1) outlines the SEND support we put in place for all pupils with SEND, including the areas of need below:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory, Physical and Medical
- Transition to and from School

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

Question	Answer
<p>How does School know if children need extra help?</p>	<p>Rushwick Primary School is committed to early identification of Special Educational and Disability Needs (SEND). 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
<p>What should I do if I think my child may have SEN?</p>	<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 SENDCO.</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 SENDCO will oversee and plan your child's provision 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 Provision Map. • The class teacher and SENDCO will meet with you to discuss and review the Provision Plan or any other concerns termly. • In addition to this, there are two parents' evenings per academic year. • For further information the SENDCO 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 SENDCO to discuss how your child is progressing. On Thursday 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. • If your child is on the SEND register, they will have an Individual Provision Map which will have individual targets, so you will know what they are working towards. The Provision map is reviewed regularly.

	<ul style="list-style-type: none"> • If your child has complex SEND, 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. • 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 SENDCO 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. • 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.

	<ul style="list-style-type: none"> • 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 Provision Maps 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 Provision review meetings • 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 SENDCO is an experienced qualified teacher, who has completed the Masters Level National SENDCO Accreditation. • The SENDCO attends SEND briefings and updates. • All staff receive SEND training and updates. • Recent training has included Thrive Approach training, Attachment Disorder training, Autism 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 SEND, 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 SENDCO 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 SEND?</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 SENDCO 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 Provision Map. • 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. You could also arrange to meet our SENDCO - Mrs Deborah Hulls. Read through the SEND Policy on our website.</p> <p>Contact the School Office on 01905 422502 to meet with the Headteacher - Mr Geoff Jeffrey or the SENDCO - Mrs Deborah Hulls, to arrange a visit to discuss how the school could meet your child's needs.</p>

<p>Where can I access other information regarding SEND ?</p>	<p>On the following websites you may find useful resources/information: Information, support and advice for people, friends and their families with</p> <ul style="list-style-type: none"> • Autism https://www.autism.org.uk/ https://www.autismwestmidlands.org.uk/ • ADHD https://www.ukadhd.com/index.htm • Cerebral Palsy http://www.cerebralpalsy.org.uk/ • Dyslexia https://www.bdadyslexia.org.uk/ http://hwda.org.uk/ • Dyspraxia https://dyspraxiafoundation.org.uk/ • PDA https://www.pdasociety.org.uk/ • Speech and language difficulties https://www.afasic.org.uk/ • Impaired vision https://www.rnib.org.uk/ http://www.sightconcern.co.uk/ <p>General information: https://specialneedsjungle.com/</p> <p>http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service</p>
<p>How can the Local Authority help my child ?</p>	<p>The following website has information regarding Worcestershire Local Offer - with further advice and guidance for how to access services for your child. http://www.worcestershire.gov.uk/thelocaloffer</p>

Graduated Approach (Assess, Plan, Do, Review)

Waves of Intervention

Waves of Intervention

SEND Support

**This document outlines the provision that we offer for all children at
Rushwick Primary School**

Graduated Approach (Assess, Plan, Do, Review)

Waves of Intervention

<p>Area of Need</p>	<p align="center">WAVE ONE (Universal Provision)</p> <p align="center">Inclusive strategies for <u>ALL</u> learners embedded in QFT</p>	<p align="center">WAVE TWO (in addition to universal provision)</p> <p align="center">Targeted interventions and support for <u>SOME</u> learners</p>	<p align="center">WAVE THREE (in addition to universal provision and targeted interventions)</p> <p align="center">Specialist support for a <u>FEW</u> learners</p>
<p>Cognition & Learning</p>	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, delivery & outcomes • Individual target setting for maths, reading and writing. • Learning objectives & Success criteria clearly communicated • Working walls and tool kits • Visual timetable • Use of ICT: whiteboards, laptops, ie Clicker • All teachers refer to a copy of 'Classroom Provision - Entitlement for All' for support and advice • In-class targeted teacher support • In-class Teaching assistant support within class teaching (small group or individual) • Group guided reading/Reciprocal reading with class teacher or teaching assistant • Letters and Sounds - structured Phonics programme • Spelling scheme – No Nonsense Spelling • Collaborative and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach • Improved provision of outdoor learning environment – forest school area. • Access to lunchtime clubs • Access to extra-curricular activities • Educational trips and residential trips Visitors • Whole school policies : <ul style="list-style-type: none"> • Teaching & learning • SEND policy • Half-termly Pupil Progress monitoring • Reporting to parents at Parents Evenings November and March • Written annual report in July 	<ul style="list-style-type: none"> • In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts • Opportunities for over learning • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Consultation with Maths Leader, Co-ordinator, English Leader & Pupil Premium Leader to determine intervention / level needed • Task Management board • Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention • Targets shared with child • Additional use of visual and practical resources • Impact of intervention measured • If no further improvements/progress the concerns are noted by the class teacher on a 'Cause for Concern' form & further progress carefully monitored 	<ul style="list-style-type: none"> • Child placed on the Special Needs register • Parents informed of continuing needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENDCo) • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Impact of intervention measured • Review of provision with parents, class teacher, and learning support team as appropriate. • Additional use of special needs visual and practical resources • Involvement of Outside agencies • One to one provision by Special Needs teaching assistants for some pupils with a statement of special educational need/EHCP or behavioural needs • Annual review for pupils with a statement of SEND/Education Health and Care Plan • Views of families and child/young person reflected in IPM

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Area of Need	WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted interventions and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted interventions) Specialist support for a <u>FEW</u> learners
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists/word mats • Structured school & class routines, visual timetables • Use of visuals/ICT to make learning more visual • Talking partners • Pot of Fairness to allow everyone opportunities to speak 	<ul style="list-style-type: none"> • Visual timetables • Visual cues • Language skills interventions for pupils • Social speaking intervention groups • Individual working station • SALT targets reinforced as part of daily classroom activities (pre-teach vocabulary, specific social skills) 	<ul style="list-style-type: none"> • Intervention groups by trained Language and Communication teaching assistant Mrs Ansell/Mrs Staples • 'Talkabout' programmes • 'Language for Thinking' programmes • Involvement of outside agencies: Speech & Language therapy (SALT)/CCD team
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Whole school Golden Rules - rewards & consequences: merits, house points, class reward systems, playtime reward box (Lucky dip), Golden Time. • Clear consistent whole school expectations and aspirations • Time out to reflect on incidents • Thrive Room and 'Calming Down' area in classrooms are provided for children that require them (calming down tool kit) • Social & emotional aspects of Learning (SEAL)/ Circle Time • Trained lunchtime supervisors • KS2 Playground Play Leaders supporting KS1 at lunchtime • Policies: Behaviour, Anti Bullying, Child Protection, e-Safety • Whole School Thrive & attachment training for staff (staff 'checking in' with children on a regular basis) 	<ul style="list-style-type: none"> • Individual reward charts • Monitoring by Class Teacher • Prompt and reminder cards • Home/school diary • Time out • Individual working station • Social skills programme • Thrive programme • Anger management programme • Social stories • Comic strip conversations • Visual cues for feelings/emotions 	<ul style="list-style-type: none"> • Behaviour interventions led by 1 to 1 TA • Behaviour Support Service – advice, recommendations, work with parents/carers • Educational Psychologist-assessment, advice & recommendations • Child and Mental Health Service (CAMHS) – assessment, advice & recommendations • School nurse • Early Intervention Family Support • CCD Team

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Waves of Intervention

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Sensory/ Physical /Medical	<ul style="list-style-type: none"> • Staff plan for positioning in classroom for children with hearing/visual impairments. • Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures – <i>Medical Plan</i> • Whole staff training for emergency treatment e.g, EpiPen use • Appropriately trained staff e.g., Paediatric first aider, First aider At work • Administration of medicines procedures e.g., Consent forms filled in by parents • Accident book used to record any injuries – first aider to complete. • Bathroom management facilities • Accessible grounds and building e.g., slopes • Risk assessments completed as appropriate e.g., off-site visits 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service • Advice/recommendations from school nursing team/medical team/sensory support team • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication when necessary. • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, wobble cushions, writing slopes • Boccia/Kurling activities/competitions. 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, etc • Physio/Outreach Team
Transition to and from school	<ul style="list-style-type: none"> • Prospective parents able to visit school by appointment • Reception staff to visit all nursery and playgroup settings to meet children • Reception children to make several visits in to school during the summer term • Information evening in June for new parents • Home visit in September by Reception class teacher • Transition visits at the end of summer term for all pupils moving up a year • Visits from staff from feeder secondary schools • Visits to local secondary schools to participate in activities and intake days • Head of Year/Form Teacher to attend meetings with class teacher • Exchange of data • Open evenings at High School for Year 6 children 	<ul style="list-style-type: none"> • Additional visits to school on request • Additional visits to secondary school accompanied by Vulnerable Learners Teaching Assistant • Support to parents in liaising with secondary school to discuss concerns and provision • More in-depth conversation with Head of Year 7 	<ul style="list-style-type: none"> • Transition booklet/Pupil Passport created • Additional visits to secondary school • Specific transitional activities can be arranged when required • Support to parents in liaising with secondary school to discuss concerns and provision

