

RANGEWORTHY CE VC PRIMARY SCHOOL SEND INFORMATION REPORT

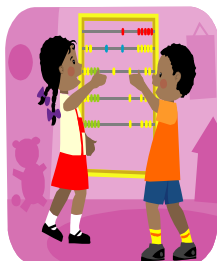
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This information report details how we support pupils with Special Educational Needs and Disabilities (SEND) at Rangeworthy CE Primary School.



What is meant by 'Special Educational Needs and Disability' (SEND)?

A child is described as having SEND if s/he:



- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(SEND Code of Practice, DfE, 2014)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

How will I know if my child has SEND?

- Throughout the year we continually assess children's progress through observation, testing and analysis of their work. We have meetings during the year to identify those children who are not making the expected progress. We also have regular informal discussions about any concerns we may have around the [4 areas of need](#).
- If you tell us you think your child has SEND, we will discuss this with you and assess them accordingly. We will share what we discover with you and inform you what we will do next and what you can do to help your child.
- When a child starts school with special educational needs, or a disability already identified, we work closely with the adults who already know that child. This will include family, previous schools or settings and any professionals who are involved with the child.
- If our staff think that your child has SEND, this may be because they are not making the same progress as other children; for example they may struggle to follow instructions, or answer questions, or they may find social situations difficult. We will observe them, assess their understanding of what we are doing in school and may use tests to find out what is causing the difficulty.



What should I do if I have concerns about my child?

- If you have concerns about how your child is progressing, please speak to their class teacher.
- If you are not happy with the way that the concerns are being managed and that your child is still not making progress, you can contact the SENCO, Ms Jane Streatfield jane.streatfield@sgmail.org.uk, or the Head Teacher, Mrs Susan Warnock susan.warnock@sgmail.org.uk .
- If you still feel your concerns have not been addressed, please contact our SEN governor, Mrs Jenny Eastment. jennifer.eastment@sgmail.org.uk .
- All the above can also be contacted via the school phone on 01454 228425.

The 4 areas of need:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Who are the best people to talk to at Rangeworthy Primary School about my child's difficulties with learning / Special Educational Needs or disability?

The SENCO (Special Educational Needs Co-ordinator)

At our school this is Jane Streatfield. She has been our SENCO since 2021 and has achieved the National Award for SEN Coordination. She is responsible for:

- Coordinating all the support for children with special educational needs and disabilities and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible

Your child's Class teacher

Responsible for:

- Checking on children's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing individual plans to support learning, sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Headteacher, Mrs Susan Warnock

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor, Mrs Jenny Eastment

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision and delivery including liaising with the SENCO

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.



What are the different types of support available for children with SEND at Rangeworthy CE Primary School?

Class teachers ensure excellent targeted classroom teaching for all pupils.

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class, for example using more practical learning approaches.
- Some pupils will need specific resources, such as writing slopes, seat wedges, pencil grips, coloured overlays, etc. We make these available to all pupils who need them.
- Specific strategies, which may be suggested by the SENCO or outside agencies, are in place to support your child to learn.
- Your child's teacher will have assessed carefully their progress and will have identified the gaps in their understanding. Additional support will be provided to meet your child's needs.

Interventions

These are for children identified by the class teacher as needing some extra support in school.

Interventions may be:

- run in the classroom or another teaching space.
- run by a teacher, teaching assistant or outside professional.

For your child this would mean:

- He/ She will engage in individual and/or group sessions with specific targets to help him/her to make more progress.



Additional Support from Specialist Professionals

Where barriers to learning are proving more difficult to overcome or if a child has been identified as needing more specialist support instead of, or in addition to excellent class teaching and intervention groups, a referral will be made to an outside agency. It is envisaged that this type of referral will help the school to better understand your child's particular needs.

For you and your child this would mean:

- Before a referral is made, you will be contacted to discuss your child's progress and help to plan possible ways forward.
- If it is then agreed that the support of an outside agency is the way forward, you will be asked to give your permission for the school to make a referral to a specialist professional or organisation such as:-
 - Local Authority central services e.g. Inclusion Support
 - Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychology Service (EP) or the school nurse.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Giving advice about how your child is supported in class
 - Setting targets based upon professional guidance
 - Running specific interventions e.g. a social skills group

This type of support is available for children with specific barriers to learning that cannot be overcome through normal classroom practice and intervention groups. Pupils who need this level of support are recorded on the SEND register. Their needs and how they will be addressed are recorded in a 'My Support Plan' document, along with the views of the parent/carer and the child.

Education, Health and Care Plan (EHCP)

Pupils whose learning needs are considered to be severe, complex and lifelong will have their needs identified and communicated through an Education, Health and Care Plan (EHCP). For a pupil to be eligible for an EHCP they will have been identified by their class teacher, and/or the SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the resources already delegated to the school.

The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process and involves the school and yourself providing a lot of information and data about your child as well as health screening.

The LA will then consider the request, based upon all of the information contained in the paperwork, and make a decision as to whether your child's needs are severe and complex enough or lifelong to require a Statutory Assessment. If this is the case, they will ask you and all of the professionals involved with your child to write a report outlining your child's needs.

After considering all of the reports, the Local Authority will make a decision and if they agree that your child's needs are severe, complex and lifelong then they will write, in consultation with you, an EHC Plan. This plan will outline your child's needs and how the support they need will be implemented in school. The Local Authority will also decide whether funding will be provided for additional resources.

If this is not the case, they will ask the school to continue with current support and to ensure a plan is in place which ensures your child makes as much progress as possible.



How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will invite you to meet with your child's class teacher to discuss this in more detail and to:

- listen to any concerns you may have,
- plan any additional support your child may receive,
- discuss any referrals to outside professionals to support your child's learning.



How is extra support allocated to children?

- The school budget, received from South Gloucestershire LA, includes money for supporting children with SEND.
- The SEN Cluster can sometimes provide short-term funding for support.



- The Head Teacher allocates funding for SEND in consultation with school governors, on the basis of needs. This includes resources, training and support for staff and pupils.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - children receiving support already,
 - children needing extra support,
 - the children who have been identified as not making expected progress

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Teaching assistants
- Educational Psychology Service
- Educational Welfare Service



Paid for centrally but delivered in school:

- Educational Psychology Service (Statutory time)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Inclusion Team (Statutory)
- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in school helped to support children with SEND and what training do they have?

- The SENCO's role is to support the class teacher in planning for children with any additional needs.
- Training needs are identified and reviewed in conjunction with school needs.
- The school has a comprehensive training plan to improve the teaching and learning of children, including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Different members of staff have received a variety of training related to SEND, with all staff having received training on supporting pupils with Autism. We have a member of staff who is currently training to be an ELSA (Emotional Literacy Support Assistant)

How does the school assess and monitor a child's progress in school?

- We assess progress in small steps and at an appropriate pace. Children are set targets to move forward with learning and these are shared with parents.
- We check how well a child understands and makes progress in lessons through on-going assessments and evaluations.



- We have regular moderating meetings to check that our judgements are correct for children of all ability levels across the school.
- Progress is reviewed formally every term and assessed against the National Curriculum in reading, writing, and maths. The progress of Reception children is assessed against the 'Foundation Stage Profile'. 'The Engagement Model' is used to assess progress where a child is significantly below national expectations.
- We use internal data tracking systems to monitor progress in reading, writing and numeracy every term. These tracking systems are also used to compare the progress of children with SEND with those children who do not have SEND.
- Members of our Senior Leadership Team and SENCO monitor the progress of all children twice a year at Pupil Progress meetings and reviews. We discuss what we are doing and put actions in place to support pupils in making progress, including those with SEND. The actions are reviewed with Class Teachers, Teaching Assistants etc.
- Children's individual plans are reviewed, with the involvement of the child and their parents/carers, every term and updated.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

What support do we have for you as a parent of a child with SEND?

- The class teacher will discuss your child's progress or any concerns you may have and share information about successful strategies.
- The SENCO is available to meet with you to discuss your child's progress or any concerns you may have.
- All information from outside professionals will be discussed with you, or where this is not possible, given to you in a report.
- Individual plans will be discussed with you and your child termly. During these meetings, current plans will be reviewed and new targets and provision will be put in place in consultation with you and your child.
- Homework will be adjusted to suit your child's individual needs.
- A home/school contact book may be used to support communication if appropriate.



How is Rangeworthy CE Primary School accessible to children with SEND?

- The building has some limitations for those with physical disabilities (stairs in to Elliot Building).
- Adaptations have been made to ensure accessibility as far as possible e.g. a disabled toilet.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.



The school reviews its accessibility plan annually or when a student with a particular need joins the school and makes appropriate changes to the infrastructure. Please see the school's Accessibility Plan (Dec 2020) for further information

Which extra-curricular activities are available for children with SEND?



We run a range of after school activities and clubs that are accessible to all children, including those with SEND. We support parents in making decisions about whether these extra-curricular activities are appropriate for their child. School will offer advice on other providers of out of school activities that are available to pupils with SEND and may be appropriate for their child.



How will my child be included in activities outside the classroom including school trips?



- Activities and school trips are available to all the children.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.



How do we support children with their transition into school and when they leave us?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.



Before a child starts at the school: A child may start school in Reception or any other year group with a special educational need already identified, either by a previous setting or health professional. In this case the school works closely with the adults who already know that child. If the child has attended a previous school and has a known special educational need or disability:

- The SENCO will liaise with staff from the previous school.
- An appropriate member of staff may visit the child in the leaving school.
- All paperwork is transferred on admission of the pupil.
- During the induction of new pupils, information is gathered from pre-schools, school and parents. Parents and pupils are invited to an introductory meeting and an induction visit prior to the child starting at Rangeworthy Primary School. Information will be gathered regarding any SEND so that necessary support can be put in place ready for their entry to school.
- In addition, children starting in the Reception Class (EYFS) are invited to a series of induction visits prior to them starting school. Meetings will be arranged for those children who are already known to the Early Years SEND services to make sure the school is aware of their needs to ensure the correct support is put in place on entry.

If your child is moving to another school:



- We will contact the school's SENCO to inform them of any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When children leave Rangeworthy CE VC Primary School to go to secondary school, meetings are arranged for the staff of the new schools to speak to the children. Year Six staff, and in some cases the school's SENCO, will meet with staff from each school to discuss children who have additional needs. At these meetings it will be decided if any of the children with SEND would benefit from additional transition days to their new school. This will then be discussed with the parents and arrangements put in place.

When moving classes within the school:

- Information will be passed on to the new class teacher; a transition meeting will take place. All records will be shared with the new teacher.
- If your child would be helped by a book to support his/her understanding of moving on, then it will be made to his/her needs.

Do you have any other information which would be useful to me?

Further information regarding SEND can be found on our school website:

<http://www.rangeworthyprimaryschool.co.uk/>



The South Gloucestershire Local Authority offer for SEND is available at:-

<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/local-offer-education-health-and-care-plans>

SEND and You (SAY) is an independent organisation offering a free, confidential and impartial service to any parent of/or any young person with SEND. Their website is available at: <https://www.sendandyou.org.uk/>



South Gloucestershire has a parents and carers team which is available to any parent / carer in South Gloucestershire with a child aged 0-25 with a Special Educational Need and /or Disability (SEND). No diagnosis is needed to access the team. Their website is available at <http://www.sglospc.org.uk/>

In addition, please refer to our following school policies:-

1. SEND Policy
2. Equality Policy
3. Accessibility Plan
4. Medical Needs Policy

