

RETTENDON PRIMARY SCHOOL – SEN INFORMATION REPORT FOR PARENTS

‘At Rettendon Primary School we nurture respect, confidence and talent across the school. All children and young people are entitled to an education that enables them to make progress so that they:

- Are inspired to develop spiritually, morally, socially and culturally
- Embed academic skills to prepare for further learning and a productive adulthood
- Build confidence, resilience and motivation and develop as much independence as possible.

AREAS OF NEED:

Communication and Interaction:

Children may have a delay or disorder in one or more of the following:

- Attention/Interaction
- Understanding/Receptive Language
- Speech/Expressive Language

Cognition and Learning:

Children may have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- Understanding of number
- Problem solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing
- Specific learning disability, e.g. dyslexia, dyscalculia

Social, mental and emotional health

May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety
- Attachment disorders
- Low self esteem

Sensory and/or Physical

These children have a medical or genetic condition that could lead to difficulties with:

- A specific medical condition
- Gross/Fine motor skills
- Visual/hearing impairment
- Accessing the curriculum with adaptation
- Physically accessing the building or equipment
- Over sensitivity to noise/smells/light/touch/taste
- Toileting and self-care

IDENTIFYING CHILDREN WITH SEN AND ASSESSING THEIR NEEDS

At Rettendon Primary School there are on-going measures in place to assess each child:

- Foundation Stage Profile
- Termly assessments in literacy and maths
- Children are continually monitored in class
- Pupil assessment tracking (target tracker) at least termly
- Termly pupil progress meetings
- Pupil Action Plans (PAPs) if necessary
- Access to a library of specific assessment packages via Local Delivery Group (LDG)
- Transition documents
- Health diagnosis through paediatrician and family doctor
- Child's behaviour substantially and regularly interferes with his or her learning and that of the class.
- Child has ongoing communication and interaction difficulties impeding social relationships.
- Reports from specialists, e.g. Educational Psychologist

If a parent/carer feels that their child has additional needs that the school is not aware of, it is advised that the school is contacted as soon as possible so that the best course of action can be agreed.

The method of identification and provision follows the recommended graduated response:

1. Quality First Teaching (QFT), for all pupils, taking into account individual learning styles and personal preferences. At this stage the teacher must engage the child and respond to needs as necessary.
2. QFT plus additional school intervention support programmes and/or LSA support in small groups (within class), designed to accelerate learning and enable a pupil to catch up to expected levels. Support from other agencies may be sought at this stage.
3. High Need: This level of intervention is for pupils with more complex difficulties and is likely to require an assessment for an EHC plan.

The Graduated Approach



Assess- Assessment is ongoing across all aspects of school life. Children all have individual targets in order to help them move on in their learning in core areas. Some children will have targets set to support emotional or social development, or those pertaining to their very specific SEN. The children know what the next steps are in order to progress. Pupil progress meetings are held for all children regularly as part of the assessment process.

Plan- We look at any child who needs support in order to enhance progress, usually something different from, or additional to their differentiated curriculum and decide on strategies that can be put in place for extra support to enable outcomes to be achieved. (See below)

Children who need a graduated approach due to SEN will follow the process of person-centered planning. Strategies will be discussed with parents at parents' consultation events or during One Plan meetings for High Need pupils and carried out over a set time scale. They will have an Additional Support Plan which will document the Graduated Approach and be a profile of their strengths, aspirations, co-ordinated support and outcomes being sought.

Do- The plan will be put into place and monitored.

Review- The review takes place (termly) to assess progress and needs. The specific support or intervention may stop if the desired outcome has been reached, it may continue as it is still appropriate, or may be adapted or changed according to next steps needed.

ARRANGEMENTS FOR CONSULTING PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

- Parents are kept informed about their child's learning and well-being and should their child need SEN support, parents are informed about relevant interventions, strategies and resources.
- Parent Consultation events and One Planning Meetings are arranged termly with parents to update pupil action plans. New strategies/targets are discussed.
- The SENCO is available at Parent's evenings for consultation or to discuss pupil progress.
- Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice.
- Parents of children who have a Statement for Special Educational Needs or the new EHC Plan are invited to discuss their child's progress at the annual review using a person centred approach, focussing on individual achievements, progress and needs.

- Parents of children who have a Statement for SEN or new EHC Plan are invited to a transitional review to discuss provision with the potential secondary school.
- The designated governor for SEN can be contacted through the school office.

EXPERTISE AND TRAINING OF LEARNING SUPPORT STAFF:

Staff have been trained in the following:

- Speech, language and communication.
- Fine/Gross motor skills (gym trail)
- Level 1 Autism
- Emotional wellbeing
- Lego therapy
- Dyslexia
- Gastrostomy
- Wave 3 literacy catch up
- Wave 3 maths programme
- Positive behaviour reinforcement
- 5 minute box
- Rising Stars
- Play therapy
- Musical communication
- Talk Boost (KS1 and 2)
- Makaton
- Picture Exchange Communication System (PECS)

The Senco Manager regularly attends training with meets with other SENCOs in the Local Delivery Group. This ensures the school is up to date with current documentation and initiatives.

Learning support assistants are employed to support classes or individual pupils, delivering interventions and support learning.

All staff are given opportunities to attend CPD and in house training. Additionally the LDG provide training opportunities for all staff.

TYPES OF INTERVENTION WE MAY USE

Literacy:

- 1:1 reading during registration
- Wave 3 catch up reading
- 1:1 comprehension activities
- 1:1 sound work/high frequency words
- 5 minute literacy box
- Beat dyslexia
- Stile dyslexia
- Jolly phonics
- Letters and Sounds
- Small group LSA support in class

Maths:

- 5 minute number box
- 1:1 Wave 3 catch up maths activities
- Early morning intervention in a small group
- Plus 1
- Power of 2
- Small group LSA support

Social and Emotional:

- Well-being Programme
- Socially speaking

Speech and Language:

- Time to Talk
- Small age related language intervention groups
- Auditory Adventures
- Lego therapy
- Musical Communication
- Talk Boost
- Makaton
- PECS

Equipment and Facilities:

The school has a vast range of facilities and specialist resources used to aid learning across the school. For example:

- Visual timetables
- Sticker reward charts
- Pencil grips
- Sit and move cushions
- Sand timers

A range of training programmes for parents run by our local Local Delivery Group (LDG) (please ask for details).

We also receive and utilise support from external agencies with skilled staff, including specialist teachers, educational psychologists, speech and language therapists and health professionals.

EVALUATION OF EFFECTIVENESS:

To review the school's progress:

- We collect and assess parents' views
- Take note of specialist teacher/educational psychologist reports
- Benchmark ourselves using raise on line data
- Share best practice via LDG group meetings
- Assess SEN data and refer back to stakeholders

TRANSITION:

- The early year's teacher works closely with local pre school settings working with the appropriate SENCO in each placement.
- New children have the opportunity of induction and taster days.
- New children are given a buddy to support them through their first few days at school.
- In the summer term with a 'moving up day' for the children to meet their new teacher and peers.
- The school works closely with the secondary feeder SENCOs to secure smooth transition from primary to secondary school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is partially wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at some entrances and exits.

OTHER SCHOOL POLICIES THAT LINK TO OUR OFFER:

- SEN
- Assessment
- Target Setting
- Accessibility
- PSHE
- Complaints
- Administration of Medicines
- Intimate Care
- Bullying and Behaviour