



SEND Information Report

Disabled pupils and those with special educational needs benefit from personalised learning experiences to meet their individual needs. (Ofsted 2015)

How we identify individual special educational learning needs

- When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them including parents and use the information already available to identify what possible barriers to learning may be within our school setting and to help us **plan appropriate support strategies**.
- If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school though we will sometimes request advice from more **specialised services** such as Educational Psychology, Speech & Language Therapy, Occupational Therapy or Rushall Inclusion Advisory Team. We will work with parents and in consultation, plan the next steps to best support their child.
- If teachers feel that a child has a special educational need, this may be because they are not making the same progress as other pupils. We believe that **early identification and intervention** is best to help your child achieve success. This will help us to identify the child's need and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher in the first instance and /or the school's Special Educational Needs Coordinator (SENCO), Michelle Smith and their thoughts and opinions will be sought to best plan the next steps.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

- We are child and family centred and believe that **pupils and parents should be at the heart of all decision making** about the child.
- When we consider a child's special educational needs we **discuss with parents** if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.
- Where appropriate, in line with our graduated response, we will **write and review targets** with pupils and parents/carers..
- We communicate every term that allows the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.
- We use **homework** to repeat and practice activities that are new and presenting challenge to a pupil. Often, this could be in using the skill in a practical and meaningful way as part of an enrichment tasks.
- Our **school website** has a dedicated area for parents, which includes links directing parents to a wide range of support services for parents, pupils and families.
- We have an **open door policy** which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with staff when a more in depth discussions required.
- Our Parent Support Advisor (PSA) and a member of the Senior Management team are on the playground daily in the mornings and welcome you to raise celebrations or concerns about your child's needs.
- Every child has a **reading diary**. Teachers may write in comments and we encourage parents to write in their observations and comments too. Further support on how to support a child's reading can also

be obtained from the child's teacher and our school website has a dedicated area called '**Sky Rocket into Reading**', where parents can find information on our book bands and how to ensure success for their child.

- We have access to **online learning packages** from our website and parents are offered training sessions around how to access them.

Who are the best people to talk to in this school about a child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teacher

Responsible for:

- Checking on the progress of a child and **identifying, planning and delivering** any additional help they may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.

Teaching is good and all staff work together well to help pupils to learn. Teachers often plan interesting and engaging activities to help pupils make good progress. Staff use questions well to deepen pupils' understanding. (Ofsted 2015)

- Writing **Personal Learning Targets (PLTs)**, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the 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, as well as **differentiated quality first teaching**.

The SENCO, Caroline Rea: 01922 682300

Responsible for:

- **Coordinating** all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools **graduated response of support** for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the **changes under the new SEND Code of Practice 2014** are implemented appropriately.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are progressing
- **Liaising** with all the other people who may be coming into school to help support a 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.
- To **evaluate**, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.

Headteacher

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.
- Support the school SENCO in terms of budgeting the SEND provisions.

SEN Governor: Mrs Kay Mills

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

How we use other adults in school to support pupils with special educational needs or disabilities

- We have a **team of talented and inspiring Teaching Assistants** who are all trained to support pupils with a wide range of educational, social and emotional needs.

Teachers and teaching assistants work extremely well together to check on the progress that children are making and to plan learning experiences that will allow them to make more progress. (OFSTED 2015)

- Our team of Teaching Assistants and Teachers are able to **effectively support individuals or groups of children in the classroom** and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This provision across school is planned for by our class teachers as part of our quality first teaching.
- We have a **Speech and Language Therapist** who works in school one day to offer advice and support children/groups of children to support an identified need.
- Our **Care, Guidance and Support Manager, Jackie Faulkner** is an important member of our team who has an excellent knowledge of how to support you and your child and may also be able to sign post you to other services.
- Our **Assessment and Subject coordinators** analyse pupil performance data half termly to ensure that each individual child is making the best possible progress and look at steps to support the child as we are committed to there being 'no time to waste'.
- We are able to refer to/request support from outside agencies to assist us in providing the best possible support for our children.

How we use specialist resources to support pupils with special educational needs or disabilities

- We are able to offer quieter environments for children at lunchtime and have playground leaders who offer support for their peers at playtimes and lunchtimes.
- Our **Discovery Room** is a multi-sensory room which can provide excellent opportunities to develop speech and language skills as well as being used as a place of calm and relaxation with a range of specialist sensory equipment.
- Our SEND team make bespoke **individual resources** for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- We have a wide range of reading material (books, e-books) to appeal to aural and visual learners as well as catch-up schemes to revise lost learning.
- We have a range of **technology** to support different learning styles and help motivate and access learning. These include I-Pads, I-Pod touches, computers, microphones, talking buttons and talking postcards.
- We use **workstations, picture, object and symbol timetables and equipment** such as countdown timers for pupils who need it.
- We seek advice from **outside agencies** and Outreach providers as and when the need arises for specialist seating or access facilities.

- We have changing facilities for those children who require it.

How we modify teaching approaches for individual pupils

- Our **creative curriculum** celebrates the different learning styles of all of pupils and supports inclusion and differentiation to address the needs of all of our pupils. We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.
- Our termly theme is across the school which enables new vocabulary to be reinforced and shared.
- Our curriculum aims to **bring learning to life** and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for **all** and arrange for visitors to come and enable **all** children to access and benefit from this learning.
- We are a very **inclusive school**. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.
- When appropriate, **staff are deployed** to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one-to-one support.
- All of our **staff are trained** in a variety of approaches which means that we are able to adapt learning to a range of SEND: specific learning difficulties (including dyslexia); Autism; Speech, Language and communication needs; and behavioural, social and emotional difficulties. Our training is regularly updated via our INSET days and support from other professionals and further supported via our Additionally Resourced Provision for children with speech, language and communication difficulties.
- We have **role play areas** in every classroom across the school from Nursery to Year 6 and use these as an invaluable resource to develop speaking and listening skills, co-operation and creativity.
- We promote **multi-sensory approaches** to handwriting, running groups to support development of gross and fine motor skills.
- We offer a range of in-house **communication groups**. The focus of these groups is on Attention and Listening, Speech and Language and Social Communication.
- We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture exchange cards, objects of reference and individual workstation tasks.
- We use class and personal visual or object **timelines** to help children to understand what activity is coming next.
- Our staff are able to use basic **Makaton signs** and two members of staff are Regional Makaton Tutors.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (Including how we involve pupils and their parents/carers)

- In the Foundation Stage, we track progress against the Early Years Foundation Stage "Ages and Stages" of child development.
- If a child is in Year 1 and above a more sensitive assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- Within school, teachers assess the children's progress **half termly**, this data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support your child.
- **At termly meetings we discuss a child's progress and attainment and gather their and parent views. This will help formulate next steps to support a child's progress.**
- We regularly use **staff meetings** to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).
- We set challenging targets for **all** children based on nationally agreed guidelines on progress.

- Our **marking** of children's work informs our planning and we identify next steps for **all** of our children.

Pupils usually receive good verbal feedback and their work is marked regularly...Teachers keep a close check on children's progress and modify what they are doing to address gaps in their skills and understanding. (OFSTED 2015)

What extra support we bring in to help us meet SEND – services & expertise. How we work collaboratively.

- We can access support from **specialist teachers** and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- Our local authority provides and **early years advisory teacher** who supports children with SEND when they make the transition to our nursery from pre-school settings.
- We get advice and support through our own **speech and language therapist** to train staff and advise on programmes and we refer pupils for assessment if we believe they need a period of therapy.
- We liaise with **School Health** as appropriate.
- We get support and advice from **Occupational Therapy** for pupils that need assessment for issues such as special seating or fine and gross motor concerns. They guide school staff in meeting the needs of the individual pupils.
- Together (pupil, parent/carer, school, outside agencies) review your child's progress and agree on steps to make teaching more effective and learning easier.

What other activities are available for pupils with SEND in addition to the curriculum?

- We have a before and after school club with trained staff from school who are able to support the needs of children from the school setting.
- We have a number of lunchtime and after school clubs which cover a range of interests which include; sports, creative activities, music. Pupils with SEND are welcomed and included, **additional support is offered as necessary** to support access.

How we support pupils in their transition into our school and when they leave us

- Children who join in nursery are welcomed into our school community with a personal home visit by nursery staff. A series of parent and child taster sessions follows in preparation for their September start.
- Our local authority provides an **early years advisory teacher** to support children with SEND when they make the transition to our nursery from the pre-school settings.
- Transition into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.
- Children working across a phase Nursery –Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6 also enables your child to become familiar with different classrooms and teachers.
- We liaise closely with a child's previous school/setting and will routinely arrange to visit them in this familiar setting wherever possible before they transfer.
- Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.
- As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition.

How additional funding works

- Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means that you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.
- Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Where pupils can get extra support

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to a member of the senior leadership team at all times.
- We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported.
- Medications that may be required on the playground are carried by a member of staff this person can be identified quickly by the red medical bags that they are carrying.
- School welcomes parents to share any concerns that they may have, however small they may think it is.
- Our Parent Support Advisor is available every morning along with members of Senior Management Team and Teaching Assistants to hear any concerns.

Where parents/carers can get extra support

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- The **Walsall Information, Advice and Support Services**
Kay Munday or Jill Simkin
01922 650330
lsssend@walsall.gov.uk
can offer advice and support to parents of pupils with special educational needs or disabilities.
- Our **SENCO and our Parent Support Advisor** (01922 682300) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

Additionally Resourced Provision (ARP) for Children with Speech, Language and Communication Difficulties

Teaching in the ARP is high quality and is tailored to help children with special educational needs learn well. (OFSTED 2015)

- Rushall Primary benefits from a 15 place Additionally Resourced Provision for children with speech, language and communication difficulties across the primary age range.
- Places are allocated through selection at a panel which brings together advice from parents, the child's views and other professionals involved.
- Children within the Provision spend some time in small group settings where work is focussed on their primary area of difficulty and is supported by a speech and language therapist two days per week.
- There is a high pupil to adult ratio including two teachers and a team of teaching assistants.

- Parents, the child, school staff, speech and language and other agencies that might be involved with the child liaise closely to monitor the children's progress.
- Children are fully included with the daily life of the school, school trips and residential alongside their peers and spend a proportion of their time in their mainstream year group.
- The level of support for each child depends on the needs of the individual and time in their mainstream class focuses on both social interaction as well as academic achievement.
- Support for the children is as detailed for mainstream children in addition to specific groups as advised by outside agencies for example colourful semantics, PECS etc.
- All staff benefit from regular training particularly in the field of autism and speech and language needs.
- The progress of the children is tracked and we have high expectations of the children.
- We also track children's social and emotional progress.

Governing Body

- Our schools governing body actively seek the best advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.
- The governing body meet regularly to discuss the needs of ALL pupils at Rushall.
- Our SEND link governor, Mrs Kay Mills, meets during the academic year with the schools SEND team to discuss the school provision and progress, this includes talking to pupils and parents.

Governors are extremely supportive of the school's work and contribute well to its ethos. (OFSTED 2015)