

SEND Information Report

September 2022

The Special Educational Needs and Disability (SEND) Code of Practice states that:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils the same age.”

1. What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families.

With regard to Education, it helps parents/carers and young people understand how school and colleges will support them, and what they can expect across their local setting.

Dudley MBC local offer – <https://www.dudley.gov.uk/resident/localoffer>

At Rufford Primary School and Nursery, we embrace the fact that every child is individual and therefore, the needs of every child are unique. We are constantly striving to improve the provision for our pupils.

2. How does Rufford Primary School know if children need extra help?

Teachers are responsible for the progress of every child within their class. Pupils, including SEND pupils, are judged against the National Curriculum assessment criteria, including Pre-Key Stage Teacher Assessment frameworks. Ongoing teacher assessment is key to identifying a child’s abilities and skills, along with some formal assessment, usually termly, they will form the basis of assessment and subsequent judgement. This data provides a deeper understanding of performance over time and feeds directly into teaching and learning.

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers, or the pupil’s previous school
- ❖ there is lack of progress
- ❖ attainment is lower than expected
- ❖ a noticeable change in the pupil’s behaviour
- ❖ a pupil continually asks for help in specific areas
- ❖ discussions between staff
- ❖ talking to SENCo

3. What should I do if I think my child may have Special Educational Needs?

- ❖ If you have concerns about your child’s progress you should talk to the class teacher in the first instance who will liaise with the school SENCo
- ❖ If you continue to have concerns that your child’s needs are not being met you should speak to Mrs Tilley the SENCo. You can contact her through the main office or by email at SENCO@ruffordprimary.co.uk.

4. What is a SENDCo?

- ❖ A SENDCo is a Special Educational Needs and Disabilities Co-ordinator. The SENDCo is a specially trained teacher. Their main jobs are to identify children's special educational needs and help organise support for them, they also work with parents, teachers and other professionals who may be involved.

5. SEND Needs

- ❖ There are four main areas of SEND - Cognition and learning - Communication and social interaction - Social, emotional and mental health – Physical and Sensory. Any or all of these needs may be provided for.

6. How will Rufford Primary School and Nursery support my child?

There are three stages of provision – Cause for concern action plans, SEND action plans and EHCPs (Education Health Care Plans)

- ❖ Cause for concern action plans – At this stage the class teacher identifies an area of concern in the child's education e.g. English, maths, communication. The SENDCo is made aware of these difficulties and the child is supported through quality first teaching, differentiated support, small group intervention and individual support if needed. Adaptations and interventions are regularly reviewed by all involved to monitor impact and effectiveness. Pupil progress meetings are held termly, involving class teachers, SENDCo, SLT. This is a meeting where the progress of pupils in each class is discussed. This discussion is used to identify next steps for support and intervention that an individual may need. The impact of the intervention is recorded and reviewed regularly by teachers, SENDCo and parents.
- ❖ SEND action plans – We follow an assess, plan, do review cycle to ensure that the appropriate support is in place. If a higher level of support is needed, parents will be contacted and both SENDCo and the class teacher will meet with parents and discuss further provision for their child. At this point children may be added to the SEND register. A relevant outside agency may be contacted after parental permission has been given, if there is a specific need assessed. Agencies include Learning Support Service, Speech Language and Communication Therapy, Educational Psychology Service or Sycamore Behaviour Partnership. Each pupil will be given a set of targets, which may include teacher assessed targets and those based on the needs identified by outside agencies, in the form of an action plan, which will be reviewed regularly. Parents will be invited into school to review targets and to celebrate progress on a termly basis.
- ❖ Education Health Care Plans – Some children may need a greater degree of adaptation and specialist teaching and resources. After assessing the previous action plan reviews and the graduated response, which has evolved to meet need, a referral to Dudley's SEND team will be made. This fully involves parents, school and any outside agencies to give a complete picture of the child and their needs. The referral is considered by the team, which may result in additional funding to support inclusion and detailed targets for school to put in place. EHC plans are reviewed annually, although can be reviewed before this if targets are met or there are significant changes to the information in the plan.

7. How will the curriculum be matched to my child's needs?

- ❖ Teachers plan from children's assessment levels, adapting learning to closely match children's ability and learning needs, whilst ensuring that year group objectives in their year group classroom are provided. When a pupil has been identified with special educational needs their work will be carefully considered by the class teacher to remove barriers to learning and enable them to access the curriculum.
- ❖ A teaching assistant may be allocated to work with the pupil in small focused groups to target more specific needs.
- ❖ Specialist equipment may be given to the pupil if the need is assessed or advised e.g. writing slopes, concentration cushions, pen/pencils grips, easy to use scissors etc.
- ❖ Strategies recommended by outside agencies will be implemented within the classroom.

8. How will I know how my child is doing?

- ❖ You will be able to discuss your child's progress at Parents' evenings and termly reviews and by prior appointment if required.
 - ❖ Class teachers can be seen by appointments made through the main office, where you will be able to speak in more detail to the class teacher or SENDCo, Mrs Tilley.
 - ❖ Learning Support Plans and Educational Psychology are sent home after assessment.
- It is very important that you attend these review meeting if invited. Your input as a parent/carer is a vital part of your child's progress and learning.**

9. How will you help me to support my child's learning?

- ❖ Staff may suggest ways of supporting your child's learning at home by: hearing them read more regularly, completing and discussing homework and practising spellings on a regular basis.
- ❖ Mrs Tilley (SENDCo) may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed or discussed at the school review.
- ❖ The class teacher may meet with you to discuss strategies to use if there are issues with a child's behaviour/emotional needs.
- ❖ Outside agencies including Educational Psychologist may suggest advice or programmes of study that can be used at home.

10. What are the arrangements for supporting pupils who are looked after by the LA and have SEND?

Mrs S Jones, is the designated teacher for CLA. All of the procedures in place for SEND children apply to those who are also looked after. Mrs Tilley and Mrs Jones will ensure that all progress, academic and personal, are fed back to the Virtual School through meetings, the CLA review and the Pep meeting. The information will be regularly uploaded to the e-pep system and discussed amongst carers and professionals involved, to identify future targets and provision.

11. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include:

- ❖ Members of staff such as the class teacher, teaching assistants, SENDCo, Mrs Plant (Pastoral HTLA) are readily available for pupils who wish to discuss issues and concerns
- ❖ Mrs Plant also runs nurture groups to promote self-esteem, emotional wellbeing and anger management
- ❖ Pupils who find lunchtimes a struggle are able to see Mrs Plant if necessary. A quiet area can be provided in our pastoral room for those children who need to have 'time out' and 'space'
- ❖ Mrs Ditchfield is the lead for the Mental Health Support Team. Children can be referred to the team for low mood or anxiety issues
- ❖ Personal Evacuation Plans are written for children who have specific needs; behaviour, hearing, visual, physical. These plans are in place to ensure safe evacuation during an emergency
- ❖ Fire Marshals are also allocated to these children to ensure safety when evacuating the building

Measures to prevent bullying

- ❖ The ethos of the school ensures that bullying and cyber bullying are taken very seriously and dealt with accordingly. We are aware that stereotyping and bullying issues can create barriers to learning for pupils with SEND and take the appropriate actions as needed. Please see our Anti-bullying policy on the website. <https://www.rufford.dudley.sch.uk/policies-statements-guidance-1>

Pupils with medical needs

- ❖ If a pupil has a medical need then a detailed Care Plan is compiled in consultation with professionals, parents/carers. These are discussed with all staff who are involved.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school where a signed Care Plan is in place. Anti-biotics may be given on discussion with the office staff and on completion of a record of administration form.

12. What specialist services are available at, or accessed by Rufford Primary School?

At times it may be necessary to consult with outside agencies to receive greater, specialised expertise. The agencies used by the school include:

- ❖ Autism Outreach Service
- ❖ Behaviour Support Service – The Sycamore Partnership
- ❖ CAMHS (Child & Adolescent Mental Health Service)
- ❖ Physical & Sensory Service to support pupils with hearing/visual Impairment
- ❖ Social Services
- ❖ Speech Language Communication Therapy

- ❖ Occupational Therapy
- ❖ School Health Advisor
- ❖ Learning Support Service
- ❖ Counselling Service
- ❖ Mental Health Support Team
- ❖ Educational Psychologist (Sasha Mandair) is allocated to school. She works directly with school, parents and pupils. She will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward
- ❖ Attendance Officer

14. How will my child be included in activities outside the classroom including educational visits?

- ❖ Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ Children who are on the SEND register and have physical, visual and sensory needs, a separate risk assessment and Care Management Plan is undertaken.
- ❖ All medications, including inhalers etc. will be taken on any visit and kept by the staff member responsible for individual pupils.
- ❖ Staff are also made aware of allergies etc. that pupils in their small group may have.

15. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ Separate toilet for disabled users
- ❖ Double doors in some parts of the building
- ❖ Wide doorways accessible in wheelchair
- ❖ Easy access in and out of the school building onto the playground

16. How will the school prepare and support my child when joining Rufford Primary School or transferring to a new school?

Rufford Primary school understands what a stressful time moving schools can be; therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ❖ A planned programme of visits in the summer term for pupils starting in September including "Play and Stay" visits with parents/carers, visiting children in previous settings, home visits
- ❖ Parent/carers are invited to a meeting at the school to discuss how the foundation stage works and to show them around the setting
- ❖ Our Phase Leader for EYFS and/or staff from EYFS, visit all children in their pre-school setting and have a separate meeting with parents to discuss any issues and necessary transition arrangements
- ❖ Class teachers may make a home visit during the summer term
- ❖ Discussions with health visitors if necessary before the child begins school

Secondary Transition.

- ❖ Secondary school staff visit pupils prior to them joining their new school to discuss what will happen during transition.
- ❖ Mrs Tilley, the SENDCo, meets the SENDCos from the secondary schools to pass on information regarding SEND pupils.
- ❖ Children attend a transition day particular to the school they are going to.
- ❖ Transition work is done following SATs in Year 6 with the whole class.

Mid-year transition

- ❖ All children and parents/carers receive a tour of the school.
- ❖ They meet the relevant staff e.g. class teacher, Mrs Tilley (HT and SENDCo), DHT.
- ❖ Paperwork is completed with parents/carers before they leave.
- ❖ The opportunity to purchase uniform is offered.
- ❖ Policies are shared with parents/carers.
- ❖ Medical information is gathered
- ❖ A start date is agreed
- ❖ The previous school will be contacted for the child's records, data, levels and a general overview, including IEPs if in place.

Transition to other educational settings

- ❖ Discussions with parents/carers during termly reviews introduce the idea that Rufford Primary School may not be the most appropriate setting for their child. Possible suggestions are discussed and next steps initiated if parents/carers give consent.
- ❖ Mrs Tilley (SENDCo) in collaboration with staff from other agencies including EHCP Case Worker or SENDIAS, gives parents the opportunity to visit appropriate, local settings and offers advice and guidance.
- ❖ Transitional sessions at new setting are explored with accompanying Rufford staff.

17. How are the school's resources allocated and matched to children's Special Educational Needs?

- ❖ The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ❖ Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Learning Support Service team).
- ❖ Educational Psychology support is also purchased using SEND funding.

18. How is the decision made about how much support my child will receive?

- ❖ A discussion takes place between relevant staff, including the class teachers.
- ❖ Class teachers identify the support they are going to provide within the classroom through targeted interventions. They review these on a termly basis.

19. How will I be involved in discussions about my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- ❖ discussions with the class teacher
- ❖ during parents' evenings
- ❖ during discussions with Mrs Tilley (SENDCo) or other professionals
- ❖ parents are encouraged to comment on their child's Individual Learning Plan with possible suggestions that could be incorporated.

20. How effective is the provision made for children with SEN?

Children with Special Educational Needs at Rufford are happy and ready to learn, nurtured by the respecting and caring ethos of the school. They are monitored very closely to ensure that they make progress; if difficulties arise, alternative approaches are used and advice sought from a range of educational professionals. The professionals visiting school often comment on the quality of provision that we offer.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact one of the following:

- ❖ Mrs Tilley – Headteacher and SENCo
- ❖ Mrs Ditchfield – Deputy Head Teacher
- ❖ Nursery – Mrs Taylor
- ❖ Reception - Mrs Walwyn
- ❖ Pastoral – Mrs Plant
- ❖ Year 1 – Mrs Franklin and Mrs Mackenzie
- ❖ Year 2 – Mr Crossthwait
- ❖ Year 3 – Mr Fallon
- ❖ Year 4 – Miss Ciasullo
- ❖ Year 5 – Mrs Ditchfield and Mrs Jones
- ❖ Year 6 – Mr Boyd

Appointments can be made through the school Office.

Tele: 01384 686717

The school's Inclusion policy can be found on the Rufford Primary School website.

<https://www.rufford.dudley.sch.uk/policies-statements-guidance-1>

Hopefully the responses to these questions have helped to answer any queries you may have, but please do not hesitate to contact the school if you have any further questions.