



Support for Children

Rendell is an inclusive school that welcomes and celebrates diversity. All staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children

Rendell's SEND Information Report for Parents.

1. How do staff at Rendell know my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school.
- Class teacher visit to feeder pre-school to observe your child and speak to their key worker.
- Information from other services who have worked with your child, for example a speech and language therapist.
- Information provided by their previous school.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have any concerns we may ask other professionals to give advice and provide support.

Rendell staff are aware that a child may have additional needs if they are demonstrating a lack of progress, poor test scores, a change in behaviour or if the child or parent asks for help.

What should I do if I think my child may have special educational needs?

- If you are concerned about your child's progress in school then initially please make an appointment with the class teacher, who will know your child well.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

Roles of Key Members of Staff

Special Educational Needs Co-ordinator (SENCo)

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.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - 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.
- Allocating support and resources as appropriate.

Head Teacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that your child's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made available for any child who attends the school who has SEND.

2. How does Rendell identify children with special educational needs?

- Your child's needs will be met within the class, supported by Quality First Teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a support plan for your child with their Phase Leader, setting appropriate aims and targets. This will be reviewed three times a year to ensure that the support remains appropriate and progress is monitored.
- Where appropriate an individual programme of support will be used.
- When necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND governor who works with the Inclusion Manager and SENCo.

3(a). How does Rendell know how effective its arrangements and provision for children with Special Educational Needs are?

- Pupils at Rendell are considered on an individual basis and provided with appropriate support and intervention, which addresses their specific needs.
- Pupil progress meetings take place each half term.
- Children's progress is monitored on a half termly basis when their normal assessments take place. In addition to this when a child takes part in a specific intervention programme their entry and exit levels are measured and next steps are decided between the teacher and the child.
- The governors receive a termly report in the Head Teacher report.
- The governors also receive SEND updates in the Head Teachers report.

- Provision is continually monitored, altered and adapted as necessary to meet the individual needs of children.

3(b). How will I know how my child is doing and how will school help me support my child's learning?

- We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate with you regularly, especially if your child has complex needs.
- Annual reports and autumn and spring term Parents Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual literacy and maths targets and any behavioural, emotional or social difficulties they may be experiencing. SEND review meetings are arranged three times a year between the parent, class teacher and SENCo.
- When appropriate, parents/carers may be contacted to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.
- If your child is on the SEN register they will have a Support Plan which includes individual aims or targets. This is written by the class teacher with the involvement from the child. This is discussed on a termly basis and parents are given a copy. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. The Support Plan will include how the school plan to support your child in achieving their aims / targets.
- When the child's Support Plan is reviewed comments are made to show what progress the child has made.
- If your child is not reaching the current National Curriculum expectations, a more sensitive assessment tool is used. This shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Your child's class teacher or the SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's educational, behavioural or emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions are normally provided that can be used at home.

3(c). What is the schools' approach to individual learning?

- All teachers are provided with information on the needs of individual pupils. Teachers know the profile of their class and learning activities are planned to match the children's learning needs.

- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.
- Learning Support Assistants may be allocated to work with a pupil on a 1-1 basis or with a small focus group to target more specific needs.
- The classroom environment is stimulating, supportive and well resourced. Working walls provide prompts and reminders to encourage children to learn and achieve independently.
- Each class receives some support from a Learning Support Assistant. If children have Top Up Funding or an Education, Health and Care Plan, they will receive additional support.
- Specialist staff work with children, as and when required.
- Classes are well resourced and for children with additional needs, specialised equipment such as writing slopes, special whiteboards or seating aids can be arranged.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing a fully inclusive practice.

3(d). How will the curriculum be matched to my child's needs?

- All work within class is differentiated at appropriate levels so that all children are able to access the learning. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions work may be individually differentiated.
- The benefit of this type of differentiation is that all children can access all lessons and learn at their level.
- If a child has been identified as having a special need, they will be given a Support Plan and aims and targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the SENCO three times per year. Support Plans will be discussed with parents and a copy will be given to them. If appropriate specialist equipment will be given to the pupil, e.g. writing slopes, overlays, pencil grips, specialist scissors.

3(e). How is the decision made about the type and amount of support my child will receive?

The type of support needed by your child will depend on their level of need. It can include:

- Quality First Teaching. 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 based on building on what your child already knows, can do and can understand.
 - At times the teacher may direct the class based Learning Support Assistant to work with your child as part of normal working practice.
 - Different teaching styles are used so that your child is fully engaged and involved in their learning. This may involve more practical activities and active learning.
 - Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child's learning.
 - Your child's teacher will have carefully checked on your child's progress and will have identified that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- It may involve small group work. This group, often called an intervention group by schools, may be run inside or outside the classroom and will be run by a teacher or a Learning Support Assistant who has had training to run these groups.
- If a child has been identified eg by the SENCO as needing some extra specialist support in school then outside professionals may become involved in supporting your child (with your involvement and approval).

This may be from:

- Local Authority services such as Autism Outreach, Specialist Teaching Service, Educational Psychologist, Occupational Therapist, Physiotherapist
- Outside agencies such as the Speech and Language Therapy Service (SALT).
- The specialist professional will work with your child, gain an understand of their needs and make recommendations. These may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set targets using their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - A group or individual work with an outside professional.
 - The school may suggest that your child needs some specific individual support in school. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via Top Up Funding or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support. The amount of support hours will be specified by the Top Up Funding or the EHCP. School will receive some extra funding, but some of the hours will be provided out of the school budget.

Usually your child will also need support from a professional outside the school. This may be from:

- Local Authority services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy Service (SALT).

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child, if they determine extra support is necessary.

The Top Up Funding or ECHP will outline the number of hours support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes of intervention or run small groups which include your child.

This type of support is available for children whose learning needs are:

- Complex and lifelong
- Need more hours support than can be effectively provided by the existing school staff.

3(f). How will my child be included in activities outside the classroom including trips?

- We seek to ensure that activities outside the classroom and school trips are available to all.

- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- Extra-curricular school clubs are available to all pupils and if possible adjustments will be made to support the participation of vulnerable pupils.
- Health and safety audits will be conducted as and when appropriate.

3(g). How will you help to develop my child's emotional and social development?

Support we can provide in school may include:

- Circle Time activities
- Social skills and friendship groups
- Access to a Learning Mentor
- A named adult in school
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and some members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the Head Teacher or SENCo to discuss how we can best support you and your child. This might include drawing up a Care Plan.

• The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries then speak to the class teacher first. If further support is needed the class-teacher will speak to the SENCo.

Bullying

As a school we take steps to mitigate the risk of bullying of our vulnerable learners. The safeguarding of all pupils is the utmost priority of all staff.

How we will help to develop a child with SEN emotional and social development:

- Circle time activities – following the school's PHSE scheme.
- A learning mentor who can offer some counselling work.
- All staff attended training in January 2015 for *Restorative Justice 4 Schools*. This approach has supported us in creating a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning.
- Social skills and friendship groups.
- A named adult in school that is available for children to talk to.

If parents have any concerns in relation to bullying a copy of the school's Bullying Policy is available from the school's office or on our website.

4. How will I be able to raise any concerns I have?

- If you are concerned about your child's progress in school then initially please make an appointment with the class teacher, who will know your child well.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

5. What specialist services and expertise are available or accessed by the school? What training have staff supporting SEND had/are having?

• The Head Teacher is the Continuing Professional Development (CPD) Co-Ordinator for class teachers, learning support staff and learning mentors. The Head Teacher ensures that all staff have the skills they require to support pupils.

- Skills audits are carried out and training delivered by the SENCo, Inclusion Manager or other outside agencies.
- Medical training takes place as required to support pupils with medical care plans such as epilepsy, asthma and epi-pen training.
- Specific training is provided to support identified needs as necessary, depending on the current needs of pupils.

6. How accessible is Rendell both indoors and outdoors?

- The school site is wheelchair accessible with ramps inside the school, onto the playground and at the main entrance to enable access.
- We have a disabled toilet that is large enough to accommodate changing and suitable for wheelchair users.
- Visual timetables are used in all classrooms.
- We have an accessibility policy.

7. How are parents involved in the school? How can I get involved? Who can I contact for further information?

- All parents are actively encouraged to take part in the school community. This may include coming to Open Door each morning, volunteering in classes or hearing readers, as well as through parent workshops, assemblies, sports competitions, school visits, celebrations and through events organised such as Rendell Festival.

8. How will my child's views be listened to?

- Children meet with their class teacher to contribute to their support plan.
- Children review their own progress with their teacher against their support plan aims and targets.
- We have a school parliament which all upper KS2 pupils have the opportunity to volunteer for.
- The children's learning mentor actively seeks out pupils for support and discussion.
- Circle time and social skills groups give pupils the opportunity to express their thoughts and feelings.

9. What should I do if I have a complaint?

- Wherever possible we seek to discuss and come to an agreement about a child's education.
- The SENCo, Head teacher and SEND governor can be contacted to discuss any concerns.
- The School's Complaints Policy is accessible through the school website.

10. Who else has a role in my child's education?

- We see a child's education as a wide partnership including parents, the child, school and all its staff and other outside services as necessary.

11. What other support services are there who might help me and provide me with information and advice?

Support from other services may be accessed as appropriate, for example;

- Educational Psychology Service
- Specialist Teaching Service including the Hearing Impaired Team, Visually Impaired Team and Autism Outreach
- Speech and Language Therapy
- School nurse
- Early years services
- Occupational therapy
- Child and Adolescent Mental Health Service

- Counselling services
- Social Services
- Paediatricians

12. How will Rendell prepare and support my child to transfer to a new setting at their next stage of education?

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between phase leaders, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support transition. Early Years Teachers visit nursery settings, transition arrangements are in place for each year group in Key Stage 1 and between Key Stage 1 and 2, and Year 6 teachers meet with the Transition Heads in Key Stage 3 settings.
- Good transfer of all SEND information.
- Previous schools contacted for information sharing.
- Flexible entry into the Early Years Foundation Stage class if identified as necessary.
- Transition to new class facilitated by sessions during the summer term.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary. Extra sessions are built in for pupils with higher needs and teachers and support workers are invited into Rendell to meet with pupils.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups).

13. Where can I find the local authority's Local Offer?

Please access the Local Authority Website and locate the Special Educational Needs Assessment service (SENA).

<http://www.leics.gov.uk>

Search – education and children
Search – local offer
Search - SENA