

Rendell Primary School

SEND Information Report for Parents / Local Offer



1. What types of SEND do we provide for?

Rendell school is an inclusive school that welcomes and celebrates diversity. We have a dedicated and caring team of staff who look after the children in our school. They set high expectations for all pupils and understand the importance of developing positive relationships, in order to enhance children's self-esteem, emotional well-being and facilitate academic progress.

Rendell school provides for SEND using the four SEND Code of Practice headings:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and / or physical needs

Rendell 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 is suitable for wheelchair users.

We have an accessibility policy which can be found on the school website.

However, a holistic approach to providing for children's needs is paramount and each child will be considered as an individual.

2. How do we identify and assess pupils with SEND?

Rendell school develop an understanding of the needs of pupils with SEND, by gathering information from parents, class teachers, learning support assistants, the SENCO and external agencies.

- Parents know their children well and are often in a position to alert the school to any possible concerns.
- Class teachers make regular assessments of progress for all pupils and identify those pupils whose progress is significantly slower than that of their peers. They are also able to identify other areas of difficulty as it is set out in the SEND Code of Practice.
- Other adults will pass on any observations or concerns to the class teacher or the SENCO.
- The SENCO may carry out specific assessments.
- External agencies: speech and language therapy, health services, paediatricians or an educational psychologist may carry out specific assessments or observations.
- Pre-school area SENCO

3. Who is our special educational needs co-ordinator (SENCO) and how can they be contacted?

The SENCO is Mrs Donald.

She is a qualified teacher and she has completed the National Programme for Special Education Needs Co-ordination through Northampton University.

She can be contacted by telephoning the school on 01509 263 497.

4. What is our approach to teaching pupils with SEND?

At Rendell school we care about every child's well-being and progress. Through 'Quality First Teaching' class teachers ensure that all children are given every opportunity to progress.

'Quality First Teaching' ensures that all children benefit from a classroom where a teacher is continually using assessment strategies that are used to inform future planning.

The teacher has the highest possible expectations for all children in their class and all teaching is based on building on what the children already know, can do and understand.

'Quality First Teaching', differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding / learning, to ensure all pupils have access to the curriculum.

Differentiation may be planned for groups or individuals, according to need. Differentiated work ensures that all pupils are able to access the teaching and learn at their level. Differentiation may take the form of:

- Adult support
- Differentiated or extra resources
- Specialist equipment
- Working walls provide prompts and reminders to encourage children to learn independently

Different teaching styles such as, active learning and practical activities are used to fully engage pupils in their learning.

Children with 'Top Up Funding' or an Education, Health and Care plan will receive additional support.

Top up funding or an Education, Health and Care Plan are issued to children who have complex and lifelong needs or need more hours support than can effectively be provided by the schools allocated budget for each child.

Top up funding or an Education, Health and Care plan can be applied for by parents or the school. The pupil's extra needs must meet the criteria set by the Local Authority. If the pupil's needs meet the criteria a statutory assessment can be requested from the Local Authority.

This is a legal process and the Local Authority will determine if extra support is necessary. The 'Top Up Funding' or Education, Health and Care Plan will outline the number of hours of support your child will receive from the Local Authority, how this support should be used and what strategies should be put in place.

5. How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

Rendell School use the following strategies to ensure that children with SEND engage with children who do not have SEND:

- Project based learning
- Active learning
- Using a variety of individual, paired and group work
- Intervention
- School trips
- Extra - curricular school clubs are available to all pupils and if possible adjustments will be made to support the participation of SEND pupils.

6. How do we assess and review pupils' progress towards their outcomes?

At Rendell we follow the graduated approach and the four-part cycle of plan, do, assess and review.

The Graduated Approach
The process for implementing SEND support is in four stages

Assess

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENCO, parents / carers and any outside agencies (Health, Social and Educational).

Plan

A 'support plan' will be written to outline what will be put in place to achieve specific aims or targets.

The plan will include:

- 'Quality First Teaching' approaches that are effective to enhance learning
- Proven interventions or strategies that will be used to achieve specific targets and how they will be delivered
- Any focussed support from a teacher / teaching assistant
- Resources to support outcomes and to ensure access to the curriculum

Do

The 'support plan' is the working document used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching.

Adjustments and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENCO for further advice.

Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured, as well as progress towards their aims and targets. Parents and pupils will be asked for their views about what has worked well and what they feel needs to happen to support their learning.

A decision will be made about any necessary changes and the 'support plan' will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention or advice from specialists it may indicate that they have higher or more complex needs.

The SENCO may then make an application for 'top up funding' if the cost of additional support goes beyond the £6000 threshold that is the school's responsibility.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health and Care plan.

Where a pupil has an EHC Plan there must be an annual review involving parents, school and outside agencies.

All children are assessed half termly. Progress is regularly reviewed and if despite 'quality first teaching' with reasonable adjustments to accommodate learning differences there continue to be concerns, additional support may be necessary.

This support will be written on their 'support plan'. Their support plan will include aims and targets for the child to work towards over a period of time. Support plans are working documents which are continually amended, as the children achieve their aims and targets.

If progress has not been made, despite appropriate intervention and additional support, other agencies may be contacted to provide support and advice to both school and parents.

7. How do we consult pupils and the parents of pupils with SEND and involve them in their child's education?

The pupil meets with their teacher each term to contribute towards their support plan. Support plans are sent home and termly SEND review meetings are held with the parents, class teacher and SENCO, where support plans are discussed. Annual reports and Autumn and Spring term parents' evenings give all parents and carers regular feedback on their child's progress and academic levels.

When appropriate, parents or carers may be contacted to discuss the support that the school is providing and how they can

help their child at home.

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 any issues. We believe that your child's education should be a partnership between home and school. We aim to keep communication channels open and communicate with you regularly.

8. How do we support pupils moving between different phases of education?

Rendell school initiate and promote close liaison between early years, Key Stage 3 and dual placement settings.

- Our Foundation Stage teachers visit pre-school and nursery settings prior to the children starting school.
- Our year 6 teachers meet with the transition heads in Key Stage 3 settings.
- The Rendell SENCO will meet with the SENCO of the Key Stage 3 settings and nursery or pre-school settings if appropriate.
- Good transfer of all SEND information between settings.
- Previous schools are contacted for good information sharing.
- Induction events in the summer term for children who are joining the Foundation Stage in September.
- Flexible entry into Foundation Stage if necessary.
- Transition to new classes is facilitated by planned sessions in the summer term. Extra sessions are organised for pupils with higher needs.
- New schools are invited to attend any annual reviews prior to transition.
- Pupil voice – children are asked their view, if this is appropriate.

9. How do we support pupils with SEND to improve their emotional and social development?

Rendell school recognise the importance of supporting children with their emotional and social development. To enable us to do this we use:

- Circle time activities following the schools PSHE Jigsaw scheme
- Social skills and friendship groups
- Lego therapy
- Primary Group work materials e.g. 'Feeling Good'

Staff have received 'Attachment and Trauma' training.

The class teacher has responsibility for the overall well-being of all their pupils, particularly our vulnerable learners. As a school we take steps to mitigate the risk of bullying to all our pupils. The safeguarding of all our pupils is the upmost priority of all our staff.

10. What expertise and training do staff receive to enable them to support pupils with SEND?

The Head teacher is the Continuing Professional Development (CPD) co-ordinator for class teachers, learning support staff and other staff members. The Head teacher ensures that all staff receive training to equip them with the necessary skills they require to effectively support pupils.

Throughout each academic year SEND training needs are identified and we aim to keep school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.

Rendell school operates the following training programmes:

- Regular CPD session related to pupils with additional needs and classroom strategies to support them e.g. ADHD, Autism training.
- SENCO or learning support staff to attend training and disseminate to the rest of the school.
- SENCO attends SENCOnet meetings to be updated on important national and local initiatives.
- SENCO attends termly meetings with an educational psychologist and other SENCOs.

Medical training takes place as required to support pupils with medical care needs, such as epilepsy, asthma or allergies. Specific training is provided to support identified needs as necessary.

11. How will we secure specialist expertise and involve other organisations, including health and social care, local authority support services in meeting pupils SEND needs and supporting their families?

If children do not make progress, despite appropriate intervention, other agencies may be contacted to provide support and advice to both school and parents. Support may come from a number of providers including:

- Local authority services, such as Autism Outreach
- Local authority specialist teaching service
- Speech and language therapy (SALT) service
- Inclusion support from Ashmount school
- Behaviour support from Oakfield school
- Medical services such as, paediatrician, physiotherapy, occupational therapist
- School nurse
- Supporting Leicestershire Families
- Pre-school area SENCO

12. How do we evaluate the effectiveness of our SEND provision?

Pupils at Rendell are considered on an individual basis and appropriate support and intervention which addresses their specific needs is recorded on their support plan.

Children's progress is monitored on a half termly basis when their normal assessments take place. Progress for all children is continually monitored against the national expectations.

At the end of each Key Stage all children are formally assessed using Standard Assessment Tests (S.A.T's). This is something the Government requires all schools to do and the results are published nationally.

When a child takes part in a specific intervention their entry and exit levels are recorded and then next steps are decided between the class teacher, SENCO and learning support assistant.

Support plans are reviewed termly, but provision is continually monitored, altered and adapted as necessary, to meet the individual needs of the children.

The governors receive SEND updates in the Head teacher's report.

13. Who can parents of children with SEND contact if they have concerns or want to make a complaint about provision at the school?

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

For complaints please refer to our complaints policy which can be found on the school website

14. What support services are available to parents?

A list of support services for parents can be found on the Local Authority website.

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

15. 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.

16. 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 staff and other outside services if necessary.

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

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

Rendell school understand the importance of ensuring that adequate transition is in place for children, to support them as they move through the different stages 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 Stages 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 schools are invited to attend any annual reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups).

18. 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