

Rendell Primary School

SEND Information Report for Parents / Local Offer

The aim of this information report is to explain how we implement our SEND policy. It outlines how special educational needs support works in our school.

The SEN Information Report is part of a broader collection of documents relating to SEN, disability, and inclusion, all of which are available on our website. It is particularly important to read this report in conjunction with the school's SEND policy. You can find it on our website here <https://rendellps.schoolzineplus.co.uk/special-educational-needs>

This SEND Information Report meets the statutory requirements outlined in the SEND Code of Practice 0-25 Years (updated May 2015, section 3.65) and has been developed with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE, updated June 2015)
- SEND Code of Practice 0-25 (updated May 2015)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2017)
- Safeguarding Policy
- SEND Policy
- Equality Policy
- Accessibility Plan

These policies outline the school's approach to:

- Teaching children with SEND.
- Assessing and reviewing the progress of children with SEND.
- Adapting the curriculum and learning environment to meet the needs of children with SEND.
- Determining additional support for children with SEND.
- Promoting, and ensuring, the inclusion of children with SEND alongside their peers in all school activities.
- Supporting the emotional, social, and mental well-being of children with SEND.
- Evaluating the effectiveness of SEND provision.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND do we provide for?

Rendell Primary School is a mainstream, 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 Primary School has experience in supporting children with the following needs, but not limited to:

Communication and interaction

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- Autism Spectrum Disorder (ASD)
- Speech and language difficulties

Cognition and learning

- Specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- Moderate learning difficulties
- Severe learning difficulties

Social, emotional and mental health

- Attention deficit hyperactivity disorder (ADHD)
- Attention deficit disorder (ADD)
- Attachment disorders
- Emotional needs
- Behavioural needs

Sensory and/or physical

- Hearing impairments
- Visual impairments
- Multi-sensory impairments
- Physical impairments

We also have experience supporting children with medical conditions such as epilepsy, diabetes, asthma, allergies and cystic fibrosis.

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. Our accessibility policy can be found on the school website.

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?

If you think your child might have SEN, the first person you should talk to is your child's class teacher. You can ring the school office to make an appointment with them. The class teacher knows your child best, in school, and can then talk with our SENDCo, Miss Powell.

We can meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree on next steps.

In school, all of our class teachers are aware of SEN and monitor any pupils who aren't making the expected level of progress in their schoolwork, or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they find a gap, they will give the pupil additional interventions. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

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The class teacher and/or SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEND register, and a support plan will be written each term to support your child.

Rendell Primary School develops an understanding of the needs of pupils with SEND, by gathering information from parents, class teachers, learning support assistants, the SENDCo 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 SENDCo.
- The SENDCo 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.
- Early Years Inclusion Team to help to identify needs and support strategies for pupils in pre-school.

3. Who is our special educational needs and disabilities coordinator (SENDCo) and how can they be contacted?

The school's SENDCo is Miss Powell, who has achieved the National Award in Special Education Needs Coordination. She can be contacted by telephoning the school on 01509 263 497.

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

At Rendell Primary 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:

- Scaffolding strategies to enable the pupil to achieve the desired outcome
- 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.

For significant needs, the school can apply to SENA (Special Educational Needs Assessment at County Hall) for Special Educational Needs Intervention Funding (SENI). This funding is often agreed for shorter-term interventions but the graduated approach must have been carefully followed first and evidence will need to be submitted with the request.

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Specific criteria need to be met for this additional funding to be agreed upon. Children with significant needs, that are both long term and encompass health, education and social needs can look to apply for an Educational Health and Care plan. As with the application for SENIF, strict criteria would need to be met and evidence over time would need to be submitted.

Parents can request, independently of school, for a Statutory Assessment to be made of their child. Parents need to contact SENA directly to request this. Further support and information can be found by emailing SENA (senaservice@leics.gov.uk).

This is a legal process and the Local Authority will determine if extra support is necessary. The SENIF 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 Primary School use the following strategies to ensure that children with SEND engage with children who do not have SEND:

- Active learning
- Unit based 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 pupils with SEND.

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

At Rendell Primary School, 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, SENDCo, 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 SENDCo for further advice.

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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 SENDCo may then make an application for SENIF 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?

Support plans are sent home and parents are invited to book a meeting for a SEND review meeting, which are held with the parents and the class teacher 3 times a year. The SENDCo, will be available during these meetings if parents/carers have any additional questions or wish to discuss anything further.

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 SENDCo to discuss any issues. Please ring the school office to book an appointment. 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 with SEND to improve their emotional and social development?

Rendell Primary 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'

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Staff have received 'Attachment and Trauma' training.

We also have an Educational Mental Health Practitioner (EMHP) who can run sessions for classes or 1:1 sessions for UKS2 pupils.

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.

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

Teachers and learning support staff regularly receive CPD to help them to support pupils within the classroom. The Assistant Head teacher is the Continuing Professional Development (CPD) co-ordinator for class teachers, learning support staff and other staff members. The Assistant 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 Primary 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.
- Specific training for interventions such as Precision Teach, Lego Therapy, Sensory Circuits, PECs.
- SENDCo or learning support staff to attend training and disseminate to the rest of the school.
- SENDCo attends SENDCoNet meetings to be updated on important national and local initiatives.
- SENDCo attends termly meetings with an educational psychologist and other SENDCos.

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.

10. 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?

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (SALT)
- Educational psychologists
- Local authority services, such as Autism Outreach Team
- Specialist Teaching Service – Hearing and visual support
- Inclusion support from Ashmount School
- Behaviour support from Oakfield School
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority provided support services, such as Supporting Leicestershire Families
- Early Years Inclusion Team
- SENDIASS for parental support
- SENA for assessment of SEN

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

Pupils at Rendell Primary School 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 (SATs). 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, SENDCo 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. You will receive a copy of your child's SEND support plan and review termly.

The governors receive SEND updates in the Headteacher's report.

12. How do we support pupils moving between different phases of education or transferring to a new setting?

Rendell Primary School initiates and promotes a 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.
- Many children attend our Little Owls Pre-School and become familiar with the school setting throughout their time there.
- Our year 6 teachers meet with the transition heads in Key Stage 3 settings.
- Additional Y6 transition intervention, for pupils who may need additional support.
- School Educational Mental Health Practitioner (EMHP) running additional sessions for Y6 pupils, focused on transition.
- 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. Transition arrangements are in place for each year group in Key Stage 1 and between Key Stages 1 and 2.
- The Rendell Primary School SENDCo will meet with the SENDCo 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, upon agreement with the Head Teacher.
- Transition to new classes is facilitated by planned sessions in the summer term. Extra sessions are organised for pupils with higher additional needs.
- New schools are invited to attend any annual reviews prior to transition.
- Pupil voice – children are asked their view, if this is appropriate.

13. Who can you contact if you 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 SENDCo or Headteacher. If you are still not happy you can speak to the SEND governor.

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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>

SENDIASS support children and young people with SEND, and their parents, in Leicestershire. They provide free, impartial and confidential advice and support. They can be contacted using the channels below:

0116 305 5614

info@sendiassleicestershire.org.uk

<https://sendiassleicestershire.org.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

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 SENDCo, 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. Where can I find the Local Authority's Local Offer?

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The Local Offer aims to bring together useful information across education, health and social care into one place. You'll find information, advice and guidance on a range of local service providers who support children or young people with special educational needs and disabilities (SEND). Please access the Local Authority Website and locate the Special Educational Needs section.

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

Search – education and children

Search – local offer

Search - SENA

18. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment (EHCNA)** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan (EHCP)** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN/D support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages