



SEN INFORMATION REPORT

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Introduction

Randwick C of E Primary School values the contribution that every child makes and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Head teacher, SENCO and all other members of staff are responsible for teaching children with SEND. This local offer is in line with the school SEND policy, which can be accessed via the website or by contacting the school office.

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

Special Educational Needs and Disability Coordinator (SENDCo)

Randwick C of E Primary School SENDCO is Mrs Louise Healey. She has responsibility for the overall management of SEND in the school. She is responsible for:

- Co-ordinating all the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met
- Ensuring that parents of children with SEND are involved in supporting their child's learning, are kept informed regarding the support that their child is getting and are involved in reviewing how things are going.
- Liaising with outside agencies, which may come and support your child's learning (e.g. Speech and Language, Advisory Teaching Service)
- Updating the school's SEND register and making sure that there are records of each child's progress and learning needs
- Providing support for other staff in the school so that they can help children with SEND in the school to achieve the best progress possible
- Working with class teachers, parents, children and other professionals to write EHC (Education, Health and Care) plans

Class Teacher

The Class Teacher is responsible for:

- Keeping appropriate records on your child and his/her progress, which can be used to identify areas of support
- Working with the SENDCO and identifying, planning and delivering any additional help that your child may need
- Working with the SENDCO to share and review assessment and progress information
- Informing you of progress at Parent's Evenings
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work for your child, so he/she can achieve the best possible progress.
- Working with outside agencies which may offer advice and help to support your child
- Ensuring that the school's SEND policy is followed.

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Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND
- Ensuring that the needs of pupils with SEND are met
- Keeping the Governing Body up to date about any issues in the school relating to SEND
- Working with the school's finance officer and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

SEND Governor

The SEND Governor is Rachel O'Neill. She will be kept informed of SEND in the school by the SENDCo. She will make sure that the necessary support is given to any child, who attends school who has SEND.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's teacher initially, either at a Parent's Evening or by arranging another formal appointment
- If you are not happy that your concerns are being managed and that your child is still not making progress, you should speak to the SENDCo.
- If you are still not happy then you can speak to the SEND Governor
- Formal complaints should go through the School Complaints Policy, which can be found on the school Website or by contacting the school office.

How will the school let me know if there is a concern about my child's learning and progress in school?

Regular meetings with Staff are held to discuss the progress of all children to identify if any children are causing concern. Areas of concern are monitored by the class teacher and SENDCO. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, plan and explain any additional support that your child may receive and discuss with you any planned referrals to outside agencies. The SENDCo may attend this meeting, or may meet with you at a later date to discuss the progress and outcomes of any initial support.

How is Randwick C of E Primary School accessible to children with SEND?

- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (visually impairment) further advice is sought.
- Extra-curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school, curriculum and clubs.
- Our classrooms are communication friendly and our teachers use whole class visual timetables to schedule the day.
- The school entrance is accessible to all children with SEND providing appropriate facilities.

What are the different types of support available for children with SEND in The Randwick C of E Primary School?

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work, while some will work on a differentiated curriculum in groups.

Class Teacher input:

- Teachers endeavour to provide excellent classroom practice.
- The class teacher will have the highest possible expectations for your child and all pupils in his/her class.
- Teaching will be based on building on what your child already knows, can do and can understand.
- Different techniques and ways of teaching are utilised to fully involve children in their learning in class (e.g. more practical learning).
- Specific strategies are in place to support your child to learn – these may have been suggested by the SENDCo or outside agencies.
- Your child's teacher will carefully check your child's progress and will decide how to meet gaps in learning to help him/her make the best progress possible.

Specific Group work with a smaller group of children.

- These groups are called intervention groups or social groups
- They can be run in the classrooms or outside of them
- They can be run by a teacher or teaching assistant
- Your child will engage in the group session with specific targets to help him/her to make more progress
- Sometimes an external professional will guide or run these groups

Specified Individual support

- This can be provided in a classroom setting or outside of the classroom
- Funding can be provided via the Education, Health and Care Plan (EHC), although other children in the school may be considered and funded through the school budget.
- Children who receive this level of support have been identified by the class teacher, SENDCo and outside agencies as needing a particularly high level of support possibly to support a short-term booster intervention or to show the need for a request for an EHCP.
- Your child may require specialist support in school from a professional outside the school - e.g. Advisory Teaching Service, Educational Psychologist
- Once an EHC Plan is in place it would outline the type of support required and how the school will deliver this support.

How is extra support allocated?

- The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them.
- The Headteacher decides on the budget for SEND in consultation with the school governors and business manager.
- Funding may be used to employ teaching assistants to work with children with EHC Plans, individuals and groups with SEND and to send staff on relevant training if required.
- Other resources are purchased for use with individuals or groups where appropriate.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with an SEND and what training do they receive?

- The SENDCo's job is to support the class teacher in planning for children with SEND
- Whole school training is given to staff as and when appropriate
- Staff, who need additional training, are either sent on training courses, or are provided with in-house training when needed.
- The SENDCO is involved with the SEND cluster group based in the Cotswolds.
- Educational Psychologists and Advisory Teaching Service advisors are involved in training and giving advice to TAs and staff as well as National Health Service specialists such as the Speech and Language Therapist.

- Services which visit the school to help with support/advice and training:
 - o Parent Support Advisor
 - o Occupational Health Service
 - o Advisory Teaching Service for Hearing Impaired, Communication and Interaction
 - o Educational Psychology Service
 - o School Nurse
 - o Specialist Health Advisors (e.g. Diabetes team)
 - o Speech and Language team

How will teaching be adapted for my child with SEND?

All pupils have the right to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher, and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching strive to:

- Provide suitable learning challenges
- Meet their pupils' diverse learning needs
- Remove the barriers to learning and assessment

Teachers match the learning objectives to the needs and abilities of their pupils. They use a range of strategies to develop each pupil's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning and the assessment process.

Specific resources and strategies may be used to support children individually or in groups.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved.

How will the school measure the progress of my child in school?

The school is committed to continually monitoring the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher with termly formal assessments carried out.
- Data and levels from these assessments are recorded in line with Early Years Foundation Stage and National Curriculum requirements.
- Children who may not be meeting National Curriculum requirements may be assessed against a more sensitive levelling approach called The engagement model.

- At the end of each Key Stage (Year 2 and 6) children are formally assessed using Statutory Assessment Tests (SATs). These are required by the Government and results are published nationally. Should children be working below the standard for their age then we use the Pre-Keystage 1 and 2 Standards to assess children.
- In addition, children in Year 1 will also complete a Phonics Screening check. Should children not pass the check, a second opportunity will be given to the same child in Year 2.
- Children receiving additional support will have this evaluated at the end of every half term to ensure the support is effective and whether it needs to continue be increased or stopped.
- The progress of children on an EHC Plan is informally reviewed every term and formally reviewed at an Annual Review meeting with all agencies involved and so invited to attend.
- The SENDCo monitors the progress of all SEND children by collecting data at the end of every half term, talking to children, looking at the learning and how they access learning in the classes.

How will we support your child as they move between classes or to another school?

We recognise that transition of any sort can be difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.
- When moving classes in the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- When moving to secondary school we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be specific meeting to prepare you and your child for this move and will be appropriate for the child to visit their new school.

How can we support you as a parent of a child with SEND?

In order to offer the best education to each child we promote the relationship between school and home, we value a parent's perspective and want to hear what families would like to see for their child's education. This will be done through regular contact via phone calls, review meetings and parents' evenings. School will endeavour to listen to concerns parents may have regarding their child's education and in turn help school to develop its provision for SEND.

- The class teacher is regularly available to discuss your child's progress or any other concerns you may have. They will share information about what is working well and will listen to what may be working at home so similar strategies can be used.
- Support staff working with your child regularly (1-1 daily support) will liaise with you as and when appropriate.
- The SENDCo or Headteacher will be available through appointment to meet with parents to discuss any concerns they may have.
- If outside agencies have visited your child, the school will feed information back to you and share any support or strategies that can be used. Where possible a report will also be supplied.

- My Plans and EHC Plans will be reviewed and planned with you
- Classroom learning will be adjusted to meet the needs of your child and where changes are significant you will be informed. Help will also be given on how to adapt homework and home learning.
- When it is deemed appropriate and helpful a home/school communication book will be set up to communicate daily information.