



RUSHBURY CE PRIMARY SCHOOL

SEND INFORMATION REPORT

2024-2025

What types of special educational needs and disabilities (SEND) do we provide for?

Please see the school's Local Offer published on the website, alongside this document.

The school pays attention to the 4 main areas of special need as detailed in the Code of Practice. They are Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and/or Physical Need.

How do we identify and assess pupils with SEND?

When the class teacher, SENDco or headteacher identifies through the use of whole school tracking, or through general classroom observation that a child is making limited progress, or progress not deemed appropriate for him/her, an intervention will be considered. In the first instance this may be additional support from a TA but this may well need to be further complimented.

A this stage class teachers will also fill in a concerns sheet to alert the SENDCo to a potential issue. Parents/Carers may report an issue, which could be affecting a child's receptivity to learning so communication with home is essential as part of this process. The class teacher, support staff and SENDCo will then gather detailed information and if progress following evaluation of support is still not fully appropriate, then that child, with parental permission will be placed on the Register of Special Educational Needs.

Who is the SENDCo and how can she be contacted?

The headteacher retains overall responsibility with reference to additional SENDCo services. Helen Reidy, who may be contacted through the school, is the nominated SENDCo.

What is our approach to teaching pupils with SEND?

Provision for children with special educational needs is a matter for the whole school. Tracking and assessment will be used to provide starting points for the development of an appropriate curriculum. Continued monitoring and feedback will form the basis of the forward planning for that child. Teachers plan and deliver appropriately differentiated work for all pupils. Pupils with additional support in class may have small group support and / or 1-1 support. Teachers will aim to work with all pupils as part of a rotational cycle.

Class teachers mark according to the school's marking policy, and will engage in interactive commenting; they will assess the understanding of each pupil against the lesson objective. All ongoing teacher assessment will be viewed alongside attainment measured termly (or half termly for spelling, punctuation and grammar) and reviewed as part of the pupil progress meetings.

Pupil progress meetings are held termly, a meeting which will inform future provision for pupils as groups or individuals. Provision for pupils with an Education, Health and Care Plan (EHCP) will have targets informed by that Plan and collaboration of Teacher, SENDCO, TA and the advice gained from contributing agencies.

How do we adapt the curriculum and learning environment?

Reasonable adaptations will be made as per the Code of Practice when necessary and as feasible to do so.

Please see the school's Local Offer – this document sets out the social skills programmes, IT resources, speech and language support, occupational therapy and physiotherapy support accessed as required. Also, emotional well-being, Literacy, Numeracy, supporting positive behaviour including at unstructured times of the day, support to access the curriculum including independence and planning and assessment. Liaison with all relevant agencies and professionals. Children are supported through transition <https://www.shropshire.gov.uk/the-send-local-offer/>

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

The school is fully inclusive and the curriculum, the building and environment and off site activities are risk assessed and adapted where necessary. All pupils are encouraged to access the residential trips. It is the expectation and culture within school that all children will have access to everything. The school takes account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Please see the school's Local Offer, on the school's website.

The school will liaise with agencies who support with such as services physiotherapy, occupational therapy, Spectra Inclusion Services, speech and language therapy, services for visual and hearing impairment.

The school is aware of a wider range of support services for the whole family through the Shropshire County Local Offer.

<https://www.shropshire.gov.uk/the-send-local-offer/>

How do we consult parents of pupils with SEND and involve them in their children's education.

Parents of pupils with SEND are invited to a termly meeting, or sometimes more frequent, if deemed necessary. Permission is sought from parents at each stage of any SEND process, information gained is shared and input into decision making is welcomed.

Parents have access to the SENDCO, Helen Reidy through the school email address or by making an appointment with the school office.

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

Dedicated meetings for staff to consult colleagues including the SENDCO in advance of transition.

Consideration of any accessibility needs in advance.

Whole school pupil voice booklets or pupil profiles in advance of move.

In house class and / or teacher swaps in advance.

For KS2 pupils, inclusion of High School SEN staff at any Annual Reviews from year 5 onwards.

Additional 'taster days' for pupils with SEN as appropriate, arranged independently through the school.

Attention to confidence, self-esteem and assertiveness interventions for year group or targeted pupils for whom anxiety may be a concern.

What expertise and training do our staff have, to support pupils with SEND?

The school responds rapidly to the needs of the pupils on role. Additional training is sought as a priority if a gap in knowledge becomes apparent.

All staff are audited for existing knowledge and aspirations as continuing professional development will enhance the skill level across the team. All staff may refer to the SENDCo as needed. There is a concern sheet available for staff to register a concern. A staff leaflet outlining all materials available to support and their use and application is available from the SENDCo.

How will we secure specialist expertise?

With parental consent the school will seek the support of an independent assessor, which may include:

- A learning support advisory teacher- (LSAT) to assist in the process of identification and provide reports containing strategies and resources to support at school and at home.
- Educational Psychologist for all statutory procedures. To be bought in as required for some more complex difficulties.
- Spectra Inclusion Services, for difficulties relating to SEMH.
- The Physical and Sensory Support Service
- Tuition, medical and behavioural support service (TMBSS) This service can outreach a school, visit and observe providing feedback and part of the decision-making process.
- Physiotherapy, or Occupational Therapy.
- BeeU/CAMHS (Child and Adolescent Mental Health Services) via a referral from the GP or through school.

How will we secure equipment and facilities to support pupils with SEND?

- Specialist equipment will be sourced through the appropriate agency for eg. equipment needed for those with a hearing or visual impairment and equipment for any physical disability.

Training and Inset

- Where a particular training need arises the SENDCo or headteacher will access training through the LA or appropriate outside agency.
- Where staff have expressed an interest, during performance management, in acquiring a specialism, they will be supported if feasible.
- SENDCo will be invited to have input into staff meetings on a regular basis.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

- See the school local offer and the county local offer.
- See SEND Policy– Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

- Support can be sought for families in some circumstances through agencies, charities, local organisations or via the ‘Early Help Assessment’ process.

How do we evaluate the effectiveness of the SEND provision?

- A child may be given individual targets monitored by the class teacher and teaching assistant. These targets will be reviewed with the head teacher, parents and child.
- A programme issued by a physiotherapist or speech and language therapist will also contain specific targets to measure progress and where appropriate, be included in the pupil’s ILP.

How do we handle complaints from parents of children with SEN about provision made at the school?

- See complaints policy.
- Parents will be directed to the SENDIAS service.

Every effort will be made to discuss fully all details of provision with the family, to listen and to respond appropriately.

Who can young people and parents contact if they have concerns?

- Parents may contact their child’s class teacher, head teacher or SENDCo in the first instance. They may wish to contact SENDIAS for further support or clarification. The Local Authority SEN Team will be pleased to respond.

What support services are available to parents?

- Please see the school’s local offer and the LA’s local offer. Links are on the school’s website.
- The school’s SENDCo/headteacher will be pleased to discuss needs with a family and seek out targeted support.
- Some specific support for parents may be sourced after completing an Early Help Assessment.