



RUSHBURY C.E. PRIMARY SCHOOL

Local Offer: Special Educational Needs and Disability (SEND) 2026-2027

Rushbury CE Primary School is an inclusive school and offers the following range of provision to support children with Special Educational Needs and Disability (SEND).

SEND is identified in the following ways:

- Liaison with pre-school providers
- Tracking of progress in different areas of learning
- Marking of work
- Observations during the school day
- Regular assessments
- National checks and tests including: Early years profile, Year 1 phonic screening, Year 2 national assessments
- Regular parents' meetings
- Input from visiting experts when appropriate

Intervention

Social skills programmes/support including strategies to enhance self-esteem

- Implementation of 'story support' programme ○ Small groups for confidence building ○ Small groups to practise motor-skills ○ 'Respect Yourself' programme run in school ○ 'Loudmouth Theatre Group for older pupils ○ 'Values' Education scheme ○ Interventions room in school
- Link with Shropshire Child and Mental Health Services (CAMHS)

Access to a supportive environment – IT facilities/equipment/resources

(including preparation) ○ Use of appropriate visual timetables

- Access to laptops ○ Key text enlarged where necessary ○ Specialist equipment to access curriculum ○ Smart boards or promethean boards in each class

Strategies/programmes to support speech and language

- Implementation/delivery of speech and language programmes by trained TAs in school where applicable.
- Access to speech therapy advice and assessment when appropriate

Mentoring activities ○

Use of learning partners ○ Year 6
prefects ○ Support from external
agencies ○ Worry box and circle
time activities ○ 1:1 provision
with trained staff

Access to strategies/programmes to support occupational therapy/physiotherapy needs

- Interventions from an occupational therapist/physiotherapist ○
Delivery of planned occupational therapy/physiotherapy programme by trained TA.
- Targets implemented into class P.E. session where possible.

Strategies to reduce anxiety/promote pupils' well-being (including communication with parents) ○

Approachable, supportive staff ○

‘Open door’ policy for parents

- Individual support for each child by all staff ○ Referral to appropriate outside agencies ○ Lunchtime and after school clubs/sports clubs ○ Parents invited to open evenings ○
Termly review meetings
- Close links with local family support workers
- Pupil-led friendship committee and health and safety committee ○
Link with Shropshire Child and Mental Health Services (CAMHS) ○ Link with Woodlands Outreach ○ Broad and active curriculum

Strategies to support/develop literacy

- Small group support in class ○ One-to-one literacy support each day for a small number of children ○ Read Write Inc. ○ Spelling groups ○

- Spelling Made Easy programme
- Dyslexia schemes 1:1
- Education City
- School library
- Story books organised by author and genre
- Homework clubs
- Specialist equipment available
- PAT (phonics) spelling support
- Comprehension schemes
- Linked schools' moderation and sharing of good practice.

- Strategies to support/modify behaviour**
- Use of school's behaviour policy and PSHE policy
 - Pupil-led school committees
 - Time out
 - Anger management 1:1
 - Quiet/calming down areas
 - Pastoral support programmes
 - Link with Shropshire Child and Mental Health Services (CAMHS)
 - Link with Woodlands Outreach
 - Global learning
 - A broad and active curriculum
 - Reward systems in class and as a whole school

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Maths interventions one to one or group
- Pupil targets
- Maths tool boxes
- Staff are members of the secondary school maths hub and work closely with secondary school maths teachers.

Provision to facilitate/support access to the curriculum

- Quality first teaching for all children
- Small group support from TA if appropriate
- One-to-one support where necessary from a TA
- Resources adapted so they are easily accessible to all children
- Specialist equipment
- Broad, balanced and inspiring curriculum

Strategies/support to develop independent learning

- Individualised targets
- Easy access to resources
- Scaffolding / differentiation
- Additional SEND resources in class which allow children to focus on their learning
- Positive encouragement
- Links with Woodlands Outreach

Support/supervision at unstructured times of the day including personal care

- Good ratio of lunchtime supervisors to pupils
- Named lunchtime supervisors for an individual child where necessary
- Pupil-led clubs
- Lunchtime buddies
- Pupil office duty

Planning and assessment

- Individual targets
- Individual provision maps
- Learning Reviews
- Joint planning between class teacher and teaching assistant
- Regular review of targets and impact of strategies used
- Links with Woodlands Outreach
- Link with LSAT
- Termly assessments in reading, maths, spelling, punctuation and grammar. Additional reading assessments monitored by the LSAT.
- Termly writing assessments.
- Ongoing progress monitoring – class work
- Non-reading ability assessments

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- School is linked with LSAT who knows the pupils and works with the school
- Regular meetings with parents
- Wow Wall
- Invitations to parents to join in with school SEND training from LSAT
- Support for parents who have concerns
- Attendance at SEND training events and conferences
- Links with specialist family support workers
- Link with Shropshire Child and Mental Health Services (CAMHS)

Access to medical support

- Staff trained in first aid
- Implementation of health care plans
- Number of staff have attended specialist health care training
- Input from the school nurse
- Medicines in school policy

Supporting pupils through transition

From pre-school to Class 1

- Pupils attending Little Acorns (on-site) regularly join the school for church events, concerts, assemblies, to meet visitors and participate in activities.
- One afternoon per week pupils in Little Acorns Nursery join Class 1
- Visits from the class teacher to pre-school settings.

- A series of induction visits during the summer term before children start in September.
- Each reception pupil has a Year 1 or Year 2 buddy.
- Parents meeting in the summer term with the headteacher and class 1 teacher.

From class to class in school

- Pupils will have a transition morning in their new class.
- Teachers liaise to share provision maps and other information, including reports.
- Progress data is shared throughout the year with all teaching and support staff.

Pupils in Year 6 moving to secondary school

- The Year 7 pupils who left Rushbury School the previous year, return to visit the pupils in school and to lead activities. They are accompanied by a secondary school teacher.
- The LSAT and Year 7 coordinator are invited to attend the annual review meeting of any pupil with an Education Health Care plan.
- The Year 6 class teacher will meet with the SENCO and Year 7 coordinator in order to share information and discuss any specific needs.
- Extra induction visits may be arranged to the secondary school if appropriate.
- Individual transition plans can be put in place if needed.
- The school uses the Woodlands transition support team – extra transition visits, support and advice.

Exceptional Needs Funding

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.