



# RUSHBURY C.E. PRIMARY SCHOOL

## Local Offer: Special Educational Needs and Disability (SEND) 2025-2026

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.