

The SEN Information Report for schools, settings and colleges

Children and Families Act 2014



*Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.
Please refer to the school's Child Protection Policy for more information.*

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed date: September 2022
Next review: Autumn Term 2023

SENDCo and Headteacher: Mr M. Smith
SEND Governor: Mrs C. Hainsworth

1. How does Rodmarton Primary School Know if a child requires extra help?

At Rodmarton Primary School, children are identified as having Special Education needs (SEN) in a variety of ways:

- Class teachers assess and observe their children throughout the school year. They have a good understanding of the age-related expectations for children in their class and receive ongoing training and support in identifying pupils with SEN. Teachers observe not only their academic progress but also their social and communication skills. They will discuss any concerns with the SENDCo.
- The school monitors the progress of all children at the end of every term. Class teachers discuss this progress with the Headteacher/SENDCo and children who are felt to possibly have SEN are identified and added to the SEN register.
- The SENDCo monitors and evaluates the provision made for children with SEN. This is completed by regular meetings with the class teachers, observations of interventions and regular review meetings to assess the progress a child is making against their targets.
- We request information about children's progress and needs from their previous school/pre-school setting.
- We work with a number of health professionals and they will inform us of any SEN concerns.
- We act on parents' or carers' concerns and always investigate further.

2. What should I do if I think my child may have SEN?

- Please contact their class teacher if you have any concerns about your child's progress or well-being. They will be able to discuss your concerns with you and outline any additional support they receive. If appropriate, the class teacher will arrange further assessments and a meeting with the SENDCo.

- At Rodmarton Primary School, we pride ourselves on building open and positive relationships with our parents and carers. Please ask your child's class teacher or contact the school office to arrange a time for a phone call or appointment.

3. How will I know Rodmarton Primary School supports my child?

- All children at Rodmarton Primary School receive high-quality teaching with carefully planned, resourced and differentiated lessons to meet their needs. This is the first step of our graduated approach to meet additional needs.
- If your child is identified as having special educational needs, they will be placed on the SEN register. The class teacher and SENDCo will collaborate to set suitable targets and plan additional support. Assessments, observations and information from home will be considered when setting targets and support.
- Personal targets will be reviewed regularly by the class teacher and parents/carers will be invited to a review meeting. Children with an Education, Health and Care Plan (EHCP) will have an annual review to which you and other professionals working with your child will be invited.
- The SENDCo will oversee and monitor the progress of all children on the SEN register throughout the school year. Meetings with the SENDCo can be arranged to discuss support in more detail at any time.
- A teaching assistant might work with your child individually or in a small group as part of the planned classroom provision. Providing children with additional class support increases their access and participation in the curriculum and their social and academic independence.
- If appropriate, your child might also participate in a small group intervention outside of the classroom, which a teacher or teaching assistant will run. The class teacher will explain the aims, frequency of sessions, and duration of the intervention before the support begins.
- As a parent/carer, you will be consulted whenever the school wishes to seek advice and support from an agency or specialist. Any findings and recommendations will be shared with you and any ongoing support from this specialist will be discussed.
- The SENDCo reports to the Governors of Rodmarton Primary School about the progress of children with SEN. The SENDCo/Headteacher decides on the priorities for spending.
- All levels of provision in school are monitored regularly through observations, the analysis of progress data and individual teacher and teaching assistant performance management reviews.

4. How will the curriculum be matched to my child's needs?

- Whole class teaching is adapted to meet the specific needs of individual children through; planning, the delivery of lessons, support given during activities, resources provided and marking and assessment systems which inform and involve children in evaluating and developing their learning.
- Teachers receive curriculum training throughout the year as planned by the Headteacher and forms part of the whole school training programme.

5. How will the school know how well my child is doing?

- Progress is measured through ongoing teacher assessments and observations and formal assessments.
- This information is then discussed and tracked at termly staff progress review meetings as well as during performance management meetings with the Headteacher. When it is felt that children require additional support, they will access this through small focus group interventions in class. Progress within these groups will also be monitored. Where a child is not making expected progress even with high-quality differentiation and support, it may be appropriate to place them on the SEN register and set specific targets with an SEN Support Plan. Outside agencies will be contacted when appropriate to provide the school with further advice and support.
- Social and emotional well-being is also monitored through; ongoing teacher observations, discussion with pupils, monitoring in the playground and conversations with the teaching assistant and other adults who work with your child.

6. How will I know how well my child is doing?

- Open evenings are held twice a year, where you can discuss your child's progress with their class teacher. In addition, there are 3 scheduled My Plan Meetings throughout the year to discuss the needs and progress of your child.
- If your child is identified as having special education needs, their SEN Support Plan will be discussed with you.
- Children with an Education, Health and Care Plan (EHCP) will have an annual review to which you and other professionals working with your child will be invited.
- Written reports will be sent to parents/carers twice a year, an interim report will be issued in the spring term, and a more comprehensive end-of-year report will be issued in the summer term.

- Parents/carers are always welcome to make additional appointments with the class teacher or SENDCo should they wish to.

7. How will you help me support my child's learning?

- At each meeting held between the school and parent/carer, we will work with you to identify any actions which you can take to support your child's learning at home. If an outside specialist has worked with your child, they will often make recommendations for parents to follow at home.

8. What support will there be for my child's overall well-being and how will my child's personal or medical needs be met?

- The class teacher has the overall responsibility for the pastoral, medical and social care of every child in their class, but they will work alongside the Headteacher, SENDCo and outside agencies as appropriate to support all children.
- The school has trained first aiders, including some midday supervisors. Relevant medical training is given to staff working alongside a child with a particular medical need, such as epilepsy.
- Medical needs will be communicated to all staff. Detailed records, including any care plans, will be kept in the school office/class filing cabinets, so that all staff are aware of pupils with a specific medical need.
- A nurture group is available to support children with social and emotional needs. This runs weekly and is an environment where they can express their views in a safe and comfortable environment.
- The school has a policy regarding administering and managing medicines on-site. Please see the school website or ask at the school office for a copy.

9. How will my child be able to contribute their views on how things are going?

- At Rodmarton Primary School, we value and celebrate the views of all children. Pupils participate in many activities such as Circle Time, PSHE and worship, where they can contribute their ideas and views. Children are also encouraged to discuss their views and concerns with staff members.

- A nurture group is available to support children with social and emotional needs. This runs weekly and is an environment where they can express their views in a safe and comfortable environment.
- Children on the SEN register complete a pupil questionnaire once a term and these will be taken into account by the class teacher and SENDCo when reviewing their SEN Support Plan. Where appropriate, children are present when their SEN Support Plan is reviewed.
- Children in KS2 on the SEN register are invited to attend a structured conversation meeting with their parent and class teacher, where new targets will be discussed and agreed upon.

10. What specialist services and expertise are available at or accessed by the school?

- We work closely with a range of outside specialists to identify and support children with special educational needs. These specialists may include; Educational Psychologists, Language, Behaviour and Learning Specialists, Speech and Language Therapists, Targeted Mental Health Teams, Occupational Therapists, Physiotherapists, The School Nursing Team and The Advisory Teaching Service.
- The class teacher or SENDCo will consult you when we wish to seek advice from an outside agency.

11. What training has the staff supporting children with SEN had?

- Class teachers and teaching assistants receive ongoing training through the whole school training programme and attend sessions hosted by Gloucestershire Local Authority where appropriate. The school places a high value on the continued professional development of its staff and ensures that all members of staff working with a child with a particular need are trained to provide the highest level of support.

12. How will my child be included in activities outside the classroom, including school trips?

- Children at Rodmarton Primary School are included in all parts of the school curriculum, including educational visits.
- The class teacher(s) planning the visit will carefully consider the needs of all their pupils and will ensure that suitable arrangements are made so that all can take part.
- A risk assessment is carried out before any off-site activity to ensure the safety and well-being of all children.

13. How accessible is the school environment?

- Rodmarton Primary School has wheelchair access.
- When appropriate, we work closely with Occupational Therapists to ensure that the needs of any pupil with a physical disability are met and that all our facilities are accessible.

14. How will the school prepare and support my child when joining Rodmarton School and transferring at the end of their time with us?

- We encourage all new children to visit the school before they start to be shown around and have any questions answered. We also invite new children to spend time getting to know the school independently from their parents/carers.
- Where appropriate, we can arrange further visits for children with SEN and create a transition plan to support them.
- When children prepare to leave, typically to go to secondary school, we liaise with their new schools to arrange visits and transition work.
- Information and relevant paperwork for children with SEN is shared and discussed with the SENDCO at the new school.

15. How are the school's resources allocated and matched to the child/young person's special educational needs?

- We ensure that all children who have special educational needs receive appropriate support.
- The budget received from Gloucestershire Local Authority is allocated on a needs basis, with the most complex needs receiving the most support.

16. How is the decision made about what type and how much support my child will receive and how will I be involved?

- The class teacher and SENDCo will discuss the child's needs to decide what support would be appropriate. This may be within the context of specialist advice and parental information where appropriate.
- We provide a graduated approach to support children who have or may have, additional needs. First, we assess and plan support to meet your child's needs. This support is implemented and then reviewed at an appropriate future date. Further support, or

alterations to the current provision will be planned for at the review stage. We continue this cycle of assess, plan, do and review throughout your child's time at Rodmarton Primary School.

- Different children will require different levels of support and we look at the needs of each child on an individual basis when reaching our decision. The level of support is reviewed regularly through personal target reviews, assessments, observations and discussions with adults working with that pupil.
- Parents will be informed of the level of support that their child is receiving through review meetings.

17. How will I be involved in discussions about and planning for my child's education?

- Open evenings are held twice a year, where you can discuss your child's progress with their class teacher. In addition, there are 3 scheduled My Plan Meetings throughout the year to discuss the needs and progress of your child.
- If your child is identified as having special educational needs, their SEN Support Plan will be discussed with you.
- Children with an Education, Health and Care Plan (EHCP) will have an annual review to which you and other professionals working with your child will be invited.
- Written reports will be sent to parents/carers twice a year, an interim report will be issued in the spring term and a more comprehensive end-of-year report will be issued in the summer term.
- Parents/carers are always welcome to make additional appointments with the class teacher and /or SENDCo.

18. How can I be involved in the school more generally?

- At Rodmarton Primary School, we welcome the involvement of parents/carers. We have a group, 'The Friends of Rodmarton', organising fundraising and school community events. Please talk to your class teacher or the school office about how you can become involved in the Friends committee.
- Regular parent forum meetings are held. All parents are welcome to attend.

19. Who can I contact for further information?

- The usual first point of contact would be your child's class teacher, but you are also welcome to arrange an appointment with our SENDCo.

20. What should I do if I am considering whether this is the right school for my child?

- Please contact the school office to arrange an appointment and tour with the Headteacher/SENDCo. He will be able to discuss in detail how the school can meet your child's needs and answer any questions.

21. Who should I contact if I need to make a complaint?

- Please see the school complaints policy. This can be found on the website. Alternatively, this can be provided to you by the school office upon request.

SENDCo/Headteacher: Mr M. Smith

SEND Governor: Mrs C. Hainsworth