

# 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 Safeguarding Children 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 2016  
Next review: Autumn Term 2017

**SENDCo:** Miss R. Bardell  
**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) through a variety of ways:

- Class teachers assess and observe their children throughout the school year. They have good understanding of the age-related expectations for children in their class, and receive on-going training and support in the identification of 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 and children who are felt to possibly have SEN will be referred to the SENDCo.
- 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 any concerns parent or carers may have and always investigate further.

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

- If you have any concerns about your child's progress or well-being please contact their class teacher. They will be able to discuss your concerns with you and outline any additional support which 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 for a meeting at the end of the school day, or contact the school office for an appointment to be arranged.

### 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 then be placed on the SEN register. The class teacher and SENDCo will work together 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 who have an Education, Health and Care (EHC) plan will have an annual review which you and other professionals working with your child will be invited to.
- 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 either individually or in a small group as part of the planned classroom provision. The aims of providing children with additional support in class support are to increase their access and participation in the curriculum, and increase their social and academic independence.
- If it is appropriate your child might also take part in a small group intervention outside of the classroom which will be run by a teacher or teaching assistant. The aims, frequency of sessions and duration of the intervention will be explained to you by the class teacher 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 on-going 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 and Headteacher agree 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 on-going teacher assessments and observations and formal assessments of children's progress.
- This information is then discussed and tracked 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; on-going teacher observations, discussion with pupils, monitoring of playground and discussions with 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 who have an Education, Health and Care (EHC) Plan will have an annual review which you, and other professionals working with your child, will be invited to.
- 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 also often make recommendations for parents to follow at home.

#### 8. What support will there be for my child's overall wellbeing 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 which include some of the midday supervisors. Relevant medical training is given to staff working alongside a child with a particular medical need such as epilepsy.
- Medical notices are placed in the staff room and school office 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 the administration and management of 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. We have a school council where children within Key Stage 1 and 2 can contribute their ideas and views through their class representative. Children are also encouraged to discuss their views and any concerns with members of staff.
- 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 who are 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 who are 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.

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 and the School Nursing Team.
- The class teacher or SENDCo will consult you when we wish to seek advice from an outside agency.

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

- Class teachers and teaching assistants receive on-going 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 prior to 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 being 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 in 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 are preparing to leave, typically to go to secondary school, we liaise with their new schools to arrange visits and transition work.
- Information and any 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 child/young person's special educational needs?

- We ensure that all children who have a special educational need 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 who have an Education, Health and Care (EHC) Plan will have an annual review which you and other professionals working with your child will be invited to.
- Written reports will be sent to parents/cares 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' who organise fund raising 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 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 or SENDCo. They 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.