

Rumboldswyke Church of England Primary School

SEN Information Report 2022-2023

This Information Report is linked to the West Sussex Local Offer for learners with Special Educational Needs and Disability (SEND)

At Rumboldswyke, we are committed to offering an inclusive curriculum to ensure the best progress for all groups of pupils regardless of need or ability. Quality First teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. This additional provision may be used to support individuals or groups of children.

How does the school know if pupils need extra help?	<ul style="list-style-type: none"> • Concerns are raised by parents/carers, teachers, the child's previous school or by the child themselves. • There is a lack of progress • There is a change in the child's behaviour/ attitude 	
Who are the best people to talk to about my child's difficulties with learning/ disability/ behaviour?	Class teacher	They are responsible for: <ul style="list-style-type: none"> • Teaching the range of pupils in their class effectively across the curriculum areas • Monitoring progress • Identifying, planning and ensuring delivery of any additional help your child may need and discussing this with the school's SENCO • Updating and reviewing targets on Individual Learning Plans and sharing these with you as part of their Learning Passport.
	SEND Support: Headteacher, Mrs. Lisa Harris, and Executive Trust SENCO, Mrs. Julie Collins-Ballands	They: <ul style="list-style-type: none"> • Coordinate and monitor the support and provision for children with Special Educational Needs or Disabilities (SEND) • Collate and complete SEND documentation for identified children, (4 categories of SEND: 1. Cognition and Learning, 2. Social and emotional and mental health. 3. Communication and Interaction. 4. Physical Difficulty) • Liaise with outside agencies that may come in to support your child's learning and give advice • Monitor the impact of interventions and provide support to staff • Attend and organise SEND meetings as necessary
		<ul style="list-style-type: none"> • Ensure the SEND policy is implemented and the SEN regulations are up to date. • Ensure the school has adequate provision and has made the necessary adaptations to meet the needs of the children within the school • Ensure effective and appropriate CPD is available to all staff • Should you wish to log a complaint, please refer to the Complaints and Procedure document on the website under policies.

	Types of support provided	What would this mean for your child?	Who can get this support?
How will the school support my child?	Quality first teaching in class	<ul style="list-style-type: none"> The class teacher will set high expectations Teaching is based on what your child already knows (is differentiated) Clear routines/ targets shared Use of resources to scaffold your child's learning 	All children in the school
How will the curriculum be matched to my child's needs?	Specific small group/ individual work. This can be run by the class teacher/ HLTA/ TA/ LSA.	<ul style="list-style-type: none"> Progress checks will have identified a gap in your child's learning / understanding, therefore some additional support is needed The class teacher will plan interventions to support your child. These will generally run for ½ a term and be reviewed regularly 	Any child who has been identified with gaps in their learning. They may be entered onto the School SEN Register as School Support .
How is the decision made about how much support my child needs?	Specialist interventions planned by outside agencies	<ul style="list-style-type: none"> If your child has been identified as needing specialised input, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made, you will be contacted by the school to discuss your child's progress and to help plan a way forward. You will be asked permission for the school to refer to an outside agency <i>e.g. Speech and Language Therapist or Educational Psychologist</i>. The specialist professional will assess your child/ work with the school to make recommendations to provide for their needs. 	Children with specific barriers to learning that cannot be overcome through whole class teaching and interventions. They will be entered onto the school SEN Register as School Support .
	Specified Individual support of 22.5 hours or more. This is usually provided by an Education Health Care Plan. (EHCP)	<ul style="list-style-type: none"> The school or parent can request that the local authority carry out a statutory assessment of your child's needs if they meet the threshold of need relevant to their age. This is a legal process. You can find more details on the West Sussex Local Offer or by asking Mrs. Harris/Mrs. Collins-Ballands. This is a high level of support which outside agencies contribute to form a report into your child's needs. If the Local Authority decide to issue an EHCP, it will outline the number of hours of support your child will receive, how the support should be used and the strategies that should be implemented. If the Local Authority decide against an EHCP, a meeting will be held to decide a plan for the next steps to ensure your child makes as much progress as possible. 	Children whose learning needs: <ul style="list-style-type: none"> Are severe complex and lifelong Need more than 22.5 hours of support in school
How does the school monitor the progress my child is making?		<ul style="list-style-type: none"> Your child's progress is constantly monitored by their class teacher. 	

	<ul style="list-style-type: none"> Your child's progress is formally reviewed by the Head of School, SLT and Executive SENCO each term during a Pupil Progress meeting. Learning Passports are updated termly and interventions programmes reviewed.
How will I know how my child is doing?	<ul style="list-style-type: none"> Parent's Evenings are held in the Autumn and Spring terms. An end of year report is sent home in the Summer term. Individual Learning plans are reviewed every term. Ask for an appointment to speak to either the class teacher or Mrs. Collins-Ballands (Executive SENCO for the Bishop Luffa Learning Partnership).
How will the school help me to support my child's learning? How will I be involved?	<ul style="list-style-type: none"> Class letters are sent home at the beginning of every half term. These will include ideas of how you can support your child. We would like to meet with you at least once a term so we know how they are doing at home so we can ensure we are doing similar things to support them and are sharing what works well. Your child's class teacher will meet with you to discuss ideas of how to support your child's learning or behavioural needs. If outside agencies have been involved, suggestions and programmes are normally provided that can be used at home.
What support will there be for my child's wellbeing?	<ul style="list-style-type: none"> School aims is to create a welcoming, happy environment where pupils feel secure and listened to' Members of staff such as the class teacher, teaching assistants, Executive SENCO, office staff and the Head of School are readily available for pupils who wish to discuss issues and concerns. Each class takes part in a daily Wander Walk where there is an opportunity to walk and talk with children We have access to a play therapist when spaces are available and the need is required. <p><u>Children with medical needs</u></p> <ul style="list-style-type: none"> All staff have attended the annual EpiPen training delivered by the school nurse via an online training course. All staff have completed asthma training Where necessary, and in agreement with parents/carers, medicines are administered in school but only when a medical form is signed to ensure the safety of both the child and staff member. When a child has an allergy, a referral is made to the school nursing service who will draw up a Care Plan. Their photograph is taken and displayed in both the office and staff room.
What specialist services and expertise are available at or accessed by the school?	<p>Agencies we currently work together with include...</p> <p>Health services: Including Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nurses, Child Development Centre (CDC) and Child and Adolescent Mental Health Service (CAMHS),</p> <p>Education services: Educational Psychology Service, SEN team, Learning and Behaviour Team (LBAT), Social Communication Team, Ethnic Minority Achievement Team (EMTAS), Traveller Support Service.</p> <p>Social Care: Social Services, Family Link worker, Early Help Team</p> <p>Parent/Carer support: Parent Partnership, Think Family</p>

	<p>SEN support: National Association for Special Educational Needs, The Autistic Society</p> <p>Please speak to Mrs. Harris or Mrs. Collins-Ballands if you would like further details on the above agencies.</p>
<p>What training have the staff supporting children with SEN had?</p>	<p>Some / all staff have accessed the following training/ CPD:</p> <ul style="list-style-type: none"> • Child Protection • Safeguarding • Speech and Language therapy • Creating a Communication Friendly Classroom • Jump Ahead – physical development program • Team Teach – positive handling training to manage and deescalate challenging behaviour • Makaton signing English as an additional Language • Numicon maths system • Synthetic Phonics • Narrative therapy • Visits to other settings • Speech and Language Autism Awareness including writing social stories • Positive Playtimes Effective Strategies for the playground • Bereavement Support • Emotional Support • Attachment Difficulties • First Aid and managing medicines • Epi-Pen Training for children with severe allergies • Asthma training <p>We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children’s specific needs.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Activities and school trips are available to all. • Risk assessments are carried out and procedures put into place to enable all children to participate. • Staff will communicate regularly with the parents of pupils with additional needs and seek the views of the pupils themselves on a regular basis. Parents / carers and pupils will be involved, for example in review meetings and transition planning.

How accessible is the school environment?	<ul style="list-style-type: none"> • The school is on one level • There is a disabled parking bay • All doors have level access and nearly all doors have a wide entrance • There are accessibility steps with handles for the classroom toilets. • The outside area has a smooth surface pathway all around the field and the tower has steps with handles in addition to the climbing wall. <p>The above points are linked to the school's <u>accessibility plan</u>.</p>
How will the school prepare and support my child when arriving or transferring to a new school?	<ul style="list-style-type: none"> • An individual transition plan will be devised if needed. We understand that moving schools can be a very stressful time; therefore, many strategies are put into place to enable the pupil's transition to be as smooth as possible. These include; • Ensuring every child starting our school has a named peg and drawer on their first day. • Telephone discussions with the previous / next school's SENCO prior to joining/ leaving. • Additional visits are made for pupils who require extra time at their new school. Photographs may be taken and a personal book can be made to aid transition.
How are the school's resources allocated and matched to children's educational needs?	<ul style="list-style-type: none"> • The SEN Budget is allocated each financial year. The money is used to provide additional support or resources, dependent on individual's needs. • The additional provision may be allocated after discussion with the class teacher at pupil progress meetings. • Pupil Premium Payments are used to support pupil's learning.
How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • Parents play a vital role in shaping the life of the school as Associated Friends of Rumboldswyke School (AFRS), listening to readers, volunteers on school trips or in classrooms. The parent/ carer meetings provide an opportunity for parents to become involved in the future plans of the school and to chat to each other and staff from the school

For further information about events or services available in the area for children with additional needs or special educational needs and/or disabilities (SEND) and their families please look on the West Sussex Local Offer website www.local-offer.org.

Main contacts in school are your child's class teacher, or contact Mrs. Collins-Ballands (Executive SENCO for the Bishop Luffa Learning partnership) on: collinsj@bishopluffa.org.uk

The West Sussex SEND Information, Advice and Support Service (WS SEND IAS) also provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disability. <https://westsussex.local-offer.org/services/7> Both of the above services can be contacted on 0330 222 8555.