

# SEND (Special Needs and Disabilities) Information Report

## 1. The kinds of special educational needs for which provision is made at school

**Rustington Community Primary** is a large growing mainstream school. Here, we believe that all children have an equal right to a full and rounded education that will enable them to achieve their full potential towards becoming confident individuals with a lifelong love for learning.

*The vision of our school is to nurture the children in our community. They will foster and develop creative thinking and an enjoyment of learning as part of the journey towards becoming lifelong learners. They will understand the need to be healthy, how to stay safe and learn the skills to do so. We will encourage them to make a positive contribution to their community and society through developing good manners, co-operation and communication skills.*

We will use our best endeavours to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

The broad areas of SEND need are:

- Communication & Interaction;
- Cognition & Learning;
- Social, Emotional or Mental Health Difficulties; and
- Sensory and/or Physical.

## 2. Information in relation to school policies for the identification and assessment of pupils with SEND.

Your child's teacher will have the highest possible expectations for your child and all pupils in their class and use targeted classroom teaching (Quality First Teaching) to achieve this. All pupils are assessed on a regular basis against the Early Years Foundation Stage Curriculum, in-year assessments and the National Curriculum expectations. However, if your child is identified as having a significant difference to the expected levels of attainment and progress are observed, he/she will be monitored and assessed individually to identify any specific needs. At this point, further support may be put in place via some:

- targeted adaptations to the curriculum;
- appropriate interventions either in class;
- withdrawn in small groups; and/or
- one-to-one support.

The Special Educational & Disability Co-ordinator (SENDCo) and her team may also undertake:

- Observations; and/or
- tests to assess specific areas of learning eg reading, vocabulary understanding and comprehension, numeracy skills, non-verbal reasoning, physical and/or emotional well-being and behaviour measures.

Information gained from previous schools, nurseries or pre-schools as well as from parents and outside agencies (eg Speech Therapist, Paediatricians and Physiotherapists) is also used.

### **3. Information about Rustington C P School's policies for making provision for pupils with SEND needs whether or not pupils have an Education, Health and Care Plan including:**

#### **(a) how the school evaluates effectiveness of its provision for such pupils;**

If your child does not make adequate progress, even with these additional supports, or where there is a higher need, a collaborative decision is made between the Class Teacher, SENDCo and you to put him/her on the Special Needs Register at the stage called 'SEND Support'.

In the terms of the new Code of Practice for SEND 2014, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her that is '*additional to and different from*' that provided by quality-first teaching.

If your child is already involved with specialist services such as the Speech and Language Therapy Service they will automatically be put on the Special Needs Register on entry to school.

When transferring from another school, your child will be assessed by the class teacher who will also use previous school records (including any previous history of special needs) to identify individual starting points and whether he/she needs to be on the Special Needs Register.

#### **(b) the school's arrangements for assessing and reviewing the progress of your child with SEND;**

The school uses the SEN Code of Practise 'Assess, Plan, Do, Review' process via the SEN Plan



When progress continues to be slow you may be asked to give your permission for the SENDCo to refer your child to a specialist professional including:

- Speech and Language therapy
- LBAT - Learning Behaviour and Assessment Team – learning, behaviour and social communication advice
- Educational Psychology Service
- Occupational Therapy Service
- Paediatric Physiotherapy Service
- Family Resource Team

- Social Services
- School Nurse Service
- Child Development Centre
- Voluntary organisations

Where an even greater need is recognised and little progress made, the SENDCo will work together with you to support an application for an Education Health & Care Plan (EHCP).

**(c) the school's approach to teaching pupils with special educational needs;**

Here at Rustington C P School, we are committed to ensuring that all children are entitled to an education that enables them to make progress so that they:

- have high expectations towards achieving their best whatever their ability or needs;
- make a successful transition into the next stage of their education; and
- become confident, independent individuals living fulfilling lives, who is a respected and valued member of our community.

**(d) how the school adapts the curriculum and learning environment for pupils with special education needs;**

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some ways in which we provide a highly inclusive curriculum and learning environment are:

- ensuring staff have opportunities for relevant continued professional development relating to SEND;
- that teachers plan with differentiated and personalised learning opportunities that allow access and success but ensure challenge;
- providing visual timetables, writing frames and using mind maps (etc);
- responding to outside agency advice and providing specialised resources where required, for example sloped writing boards;
- responding to the views of your child with SEND and you; and
- ensuring focused teaching opportunities within a smaller group or one-to-one.

**(e) additional support for learning that is available to pupils with special educational needs;**

These may include:

- Adapting learning materials;
- Use of specialist equipment;
- Use of computer programmes;
- Typing skills;

- Meet and greet in the mornings;
- Break/lunch time support;
- Some group or individual support, which might involve small groups of children being withdrawn to work with the SENDCo, TA support or another qualified teacher;
- Extra opportunities to eg read or focus on specific areas of difficulty; and
- Access arrangements for national testing.

**(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;**

Our school is fully inclusive and all school activities and visits are accessible for all pupils. Group and individualised risk assessments are devised in consultation with the children and parents/carers as appropriate. Parents/carers or other adults may be included to support an individual pupil where needed. All pupils are encouraged to take an active part in the life of the school.

**(g) support is available for improving emotional and social development of pupils with special needs;**

Some pupils with emotional or social needs are supported by our Nurture Mentor or Play Therapist as well as in-class strategies. Trained Peer Mediators are available at Key Stage 2 playtimes to provide a listening ear or help a child find a friend to play with

#### **4. Contact details – SEND**

Mrs Lucy Smith is the named SENDCo at Rustington Community Primary School. She has many years' experience as a class teacher and has worked in Special Needs for over 7 years. The SENDCo team can be contacted through the school on: 01903 785271 or by email to [lsmith@rustington.academy](mailto:lsmith@rustington.academy)

#### **5. Information regarding the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.**

The staff has had extensive training in supporting pupils with Special Educational Needs. These include:

- Child Protection Training
- First Aid and treating emergency allergic reactions
- Dyslexia Awareness
- Autism Awareness
- Numeracy support programmes training
- Phonics training
- Toe By Toe (syllabic spellings programme)

- Jump ahead
- Speech and Language support
- Supporting pupils with Literacy Difficulties

All staff members undertake on-going training and development. This may take place in-house or through outside training providers. Where there is a need for specialist advice there is a wide variety of agencies we can access (see point 10).

All Teaching Assistants are trained first aiders and staff receive appropriate training for any specific medical conditions as the need arises. The school can administer GP prescribed medicines as long as appropriate consent forms have been completed. Where there is a medical need, Individualised Care Plans tailored to your child's individual needs will be co-produced with you, your child and any outside agencies as appropriate. The school often works with the School Nursing Service in completing these plans.

#### **6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.**

The school has disabled access, a lift and 4 disabled toilets. We routinely provide writing aids such as writing slopes, pencil grips and shaped pencils. There are a wide variety of computer programmes available to support learning such as word processing and phonics. Other equipment include wobble cushions, transparent coloured overlays or coloured paper, fiddle toys etc are made available in response to need.

Where appropriate, advice from professional agencies (eg Occupational/Physio Therapy) will be followed or sought.

#### **7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.**

Rustington C P is committed to working in partnership with you and believes that your involvement is fundamental your child achieving his/her full potential. As such, we strive to develop an open and mutually supportive relationship with you.

We regularly contact parents and carers, either by telephone, email or letter, to celebrate achievements or discuss concerns. You are similarly encouraged to contact us and are welcome to arrange to visit and meet with staff at any time throughout the year, to share information or discuss how things are going.

Other opportunities also include:

- two parents evenings per year and an open day to celebrate the year's work;
- a full written report is sent home once a year and a shorter, summary report in the Spring term;
- a termly reviewed and new SEN Plan, together with yearly Provision Poster;
- a yearly review for children with an EHCP where professionals, school and parents/carers are present;

- class teacher and/or SENDCo meetings when needed;
- Rustington C P values the opportunity to be involved with multi-agency working and actively supports the link between parents/carers and other agencies that may be involved with pupils.

**8. The arrangements for consulting young people with special educational needs about and involving them in their education.**

Pupils with SEND are actively involved in the development of their individual provision by ensuring that they have:

- ownership of an SEN Plan and Provision Poster. These contain what they are good at and enjoy, together with targets to support their learning needs. Detail of who and what will help them to achieve them is also detailed;
- their views listened and responded to during the initial monitoring and consultation period; prior to a child going onto the SEN register; at termly SEN Review meetings and at EHCP reviews;
- Rustington C P, actively listens to the Pupil Voice of all children in school, including those with identified Special Educational Needs.

**9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Any complaint against the school will be dealt with in a fair, open and responsive way, with the aim of achieving a speedy and satisfactory resolution. The school recognises that a willingness to listen to questions and criticism and to respond positively, can lead to improvements in school practices and provision for pupils. The first point of contact should always be the Class Teacher or the SENDCo.

The school Complaints Procedure can be found on the website via a link on the contacts page.

**10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils.**

Where there is a higher level of need or if as a school we feel that the targeted interventions are still not having an impact on the individual, this may mean seeking specialist expertise. This step will always be taken in consultation with you and consent will be sought.

There are a number of agencies that the school can apply to for further support. Some of these will be for telephone consultation only between the SENDCo and the professional and most will have a waiting list.

These include:

- Speech and Language therapy
- LBAT - Learning Behaviour and Assessment Team – Learning, behaviour and social communication advice

- Educational Psychology Service
- Occupational Therapy Service
- Paediatric Physiotherapy Service
- Family Resource Team
- Social Services
- School Nurse Service
- Child Development Centre
- Voluntary organisations

These agencies will use your child's records and your observations in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment. This would involve working with your child directly. Advice given will be built into his/her individual targets for supporting progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SEN Plans continues to be the responsibility of the class teacher.

The school will record the steps taken to meet the needs of your child through the use of the Plan and the SENDCO will have responsibility for ensuring that records are kept and available when needed.

Joint working in conjunction with the local authority and other agencies is always encouraged as an effective way to provide the best support.

### **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

These are two of the services which are available to parents

PCAT - West Sussex Parents Forum [www.wspcg.co.uk](http://www.wspcg.co.uk) Tel 01903 726188

SEND.IAS <http://www.iassnetwork.org.uk> or <https://westsussex.local-offer.org/services/7>

Tel: 0330 222 8555

### **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.**

Transition arrangements in joining and leaving the school are well planned and your child will be well supported. If your child joins in reception, he/she will be given opportunities before starting to familiarise themselves with the school and the class teacher. When moving up through the school, if appropriate, your child will be supported via a transition booklet. Along with his/her peers, a transition day and further opportunities to meet the new teacher will be given. When leaving the school at the end of Year 6, your child will have the opportunity to visit his/her new schools and transition programmes will be individualised where appropriate. The class teacher and the SENDCo will liaise with the next school and pass on all documentation to them so that there is continuity of support.