



Rushy Meadow Primary Academy



SEN INFORMATION REPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Date adopted: Sept 14

Reviewed: Sept 15, Sept 16, January 2018

Our Vision

'Our vision is to create a school where our pupils flourish and are proud of their achievements. We aim to instil in them a passion for learning that will empower them to become successful and to make positive contributions to the local community and beyond.'

Our Mission Statement

'Rushy Meadow Primary Academy provides an environment where everyone feels part of a safe, secure, happy community. Children's curiosity and creativity is nurtured through an inspiring, broad and engaging curriculum. Every day children are challenged and encouraged to be independent learners, to be resilient and aspirational, so that they all reach their full potential.'

This report follows the guidelines set out in the document 'Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities,' July 2014.

All Sutton community schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are an inclusive school and offer a range of provision to support children with communication and interaction needs, learning difficulties, social, behavioural and emotional health difficulties, sensory difficulties and physical needs.

All pupils who attend Rushy Meadow Primary are taught with British Values in mind. This is to ensure children become valuable and fully-rounded members of society who treat others with respect and tolerance, regardless of background and differences. We strive to ensure all young people understand the importance of respect and show this in the way they treat each other.

Contact details of those in school with responsibility for pupils with SEND, and relevant documents

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

All staff in school have a responsibility to ensure that the above is true for our pupils with SEND and that we strive to improve outcomes, have high aspirations and high expectations for them.

If you have any concerns about your child, please discuss this with the class teacher first. Class teachers and support staff are constantly monitoring and reviewing the needs of children in their classes. Other members of staff can become involved if your child needs additional resources, or support from external agencies.

The **Class teacher** is responsible for:

- Making sure that all children have access to good/outstanding teaching
- Ensuring that all lessons are appropriately differentiated so that all children make progress
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing any changes with the SENCo as necessary
- Contributing towards the target setting and provision mapping
- Reviewing provision termly, and planning interventions and catch up as necessary.
- Making sure that all staff working with your child, within the classroom and in small groups, are supported in delivering the planned work for your child, so they can achieve the best possible progress
- Incorporating specialist advice and resources in to the planning
- Making sure that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND

*The **Class teacher** can be contacted at the end of a school day, or by telephoning the school office (0208 669 7588), or emailing the school office (office@rushymeadow.sutton.sch.uk) to arrange an appointment. Parent/ teacher meetings and opportunities to come into school are also arranged regularly throughout the year.*

A Teaching Assistant (TA) may be responsible for:-

- Providing general support to a range of children in class
- Providing specialist support in a particular area e.g. maths
- Supporting a child with an EHCP through 1:1, partner, small group or whole class activities
- Make or gather resources to support children's learning both in and out of the classroom
- Arrange, in consultation with the SENCo and Class Teacher, a range of interventions and support programmes
- Contributing to behaviour contracts, reading records and marking of books when appropriate
- Lead pastoral support sessions including friendship groups, social skills groups, circle of friends, bereavement support or self esteem and confidence tasks
- Most children will work with a teaching assistant at some point in the day

***Teaching assistants** can give parents/carers/carers an overview of how the day has been, and any particular successes or difficulties. However, attainment and progress is best discussed with the class teacher and the SENCo become involved if any follow up is necessary.*

The **Assistant Headteacher - SENCo** is responsible for:-

- Following the Code of Practice
- Liaising regularly with pupils, parents/carers and staff to ensure that children are given the most appropriate support and resources for children's individual needs

- Ensuring that any requests for information on individual children are passed onto the relevant agencies and that parents/carers are kept fully informed of this
- Timetabling extra support and resources for pupils with SEN and children who are not meeting expected attainment levels or making good progress
- Meeting with parents/carers of pupils with SEN to discuss progress
- Making referrals to and liaising with outside agencies
- Contributing to the in-service training of staff
- To ensure that the SEND Information Report and the SEND policy are regularly reviewed with other staff and stakeholders, and ensuring the Local Offer is updated when needed
- Maintaining the SEN register
- Regularly review the intervention grids, provision maps and IEPs, and use data and discussion to plan school interventions
- Establishing and maintaining an individual SEN record for each child with special educational needs
- Tracking the progress and attainment of children with SEN
- Applying for an Educational Health Care Plan (EHCP) where required and lead Annual Reviews and EHCP planning meetings for those who have an EHCP
- Understand the finances involved, and use them creatively to ensure good progress for our pupils with SEND.
- Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

Natalie Lindsay-Scott is the **Inclusion AHT** at Rushy Meadow Primary. She can be contacted by telephoning the school office (0208 669 7588), or emailing the school office (office@rushymeadow.sutton.sch.uk) to arrange an appointment.

The **Teacher of the Deaf** is responsible for the pupils within the HI base. She also provides support and resources to teachers and teaching assistants for HI pupils who do not have base places. Her responsibilities are as follows:-

- Liaising regularly with pupils, parents/carers and staff to ensure that children are given the most appropriate support and resources for children's individual needs
- Meeting with parents/carers of pupils with HI to discuss progress
- Contributing to the in-service training of staff specifically about HI provision and best practice
- Ensuring all technical equipment is working, and staff are trained in managing the technology associated with a range of hearing 'aids'.
- Plan for a range of extra-curricular activities and opportunities for our HI children

Louise Hurford is the **Teacher of the Deaf (TOD)** at Rushy Meadow Primary. . She can be contacted by telephoning the school office (0208 669 7588), or emailing the school office (office@rushymeadow.sutton.sch.uk) to arrange an appointment. Louise is also often able to meet throughout the day, and may be available at short notice.

The **Head Teacher** is responsible for:

The day-to-day management of all aspects of the school, which includes the support for children with SEND. The Head Teacher delegates responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.

The **Head Teacher** is Helen Bretherick. She can be contacted by telephoning the school office (0208 669 7588), or emailing the school office (office@rushymeadow.sutton.sch.uk) to arrange an appointment.

The **SEND Governor** is responsible for:

- Making sure that the school has an up to date SEND Report
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- To quality assure the work of the SLT in regards to SEND decisions

The **SEND Governor** is Carol Cooke. Carole is not usually on site. An appointment will need to be arranged by telephoning the school office (0208 669 7588), or emailing the school office (office@rushymeadow.sutton.sch.uk).

Arrangements for consulting, assessing and reviewing children's progress towards outcomes

There is an ongoing cycle of assess, plan, do and review that happens in all classes for all children at Rushy Meadow Primary. If the current provision for your child is not working, we will review and make reasonable adjustments to try and ensure a higher level of success.

How we measure the progress of pupils in school

- Your child's progress is continually monitored by the class teacher.
- Their progress is reviewed formally every term and each child is assessed against the National Curriculum as emerging, expected or exceeding in reading, writing and mathematics as well as progress in other areas, as appropriate, such as attendance and progress against their specific targets.
- If your child is in Year 1 and above, but is not yet working at the Year 1 curriculum, we may use P-Levels or PIVATS. These assessment tools break levels down into smaller steps, so we can more regularly show progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed and the results are reported to the Local Authority.
- The provision map/IEP is monitored at least termly, with outcomes considered and changes made where necessary.
- Other agencies may contribute to the education and health of children with SEND. There will be a coordinated approach and children may receive direct therapy or planned targets and activities to be followed at school and home.
- The progress of children with an EHC Plan or Statement of Educational Need is formally reviewed at an Annual Review with all adults, including parents/carers involved with the child's education.

Consultation with parents/carers of children with SEN and involving them in their child's education

- If you have any concerns we recommend you speak to their child's class teacher initially, and at the earliest opportunity. Meetings will be arranged with the SENCo or TOD if additional arrangements need to be made.
- There are regular 'formal' parent/ teacher meetings arranged, where teachers will share academic attainment, progress, achievements and targets for the child.

- There are regular informal opportunities to speak to the class teacher or SENCo either at the classroom door, at reception or on the school gate.
- The class teacher may raise concerns about your child's progress or attainment. This will usually happen if they are not making progress despite high quality differentiated teaching, and their academic levels are likely to be below age related expectations. Your child may be 'stuck', and we may want to offer either a short-term intervention, or suggest other agencies becoming involved.
- We can access a range of outside agencies to support children with additional needs. We will try our best to match the need, with the agency, and explain the differences to you.
- If outside agency involvement is deemed necessary, parents/carers need to give permission (unless there is a safeguarding concern), and we will often do the referral forms together. The process and what to expect will be explained to parents/carers by the SENCo or TOD.
- Provision maps/IEPs will be shared with parents termly. These show the additional support children are receiving in school and the targets they are working towards.
- If outside agencies become involved, they will often want to meet with you and discuss your child's history, needs, strengths and aspirations.
- We endeavour to have regular communication with parents/carers of children with additional needs, and will discuss next steps if the current provision is not working.

- Parent surveys are regularly sent out and views sought.
- A range of ways will be used to keep parents/carers informed of progress, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

How do we involve children with SEND in their own education?

- Children are sometimes involved in setting their own targets
- All children are told the learning objective, and what they need to do to be successful in every lesson including P.E., topic and P.S.H.E.
- Pupil's voice is gathered, we ask questions to gather their views, wants and needs particularly when considering involvement from outside agencies.
- Praise and rewards are given regularly, so the children know what is expected and know they can be successful.
- The marking and feedback given to children is specific so that they know how to improve and move forward.

Transition times such as starting school, moving between infants and juniors, and starting secondary school

Support for children with SEND when starting at Rushy Meadow Primary

- If your child has been allocated a place in our school by the local authority and they have additional needs, please contact us as soon as the offer is received as we may not have details of their needs at this stage.
- We will invite you and your child to visit the school, have a look around, meet the peer group, see the setting, and speak to the class teacher and/or the SENCo or TOD.

- If other professionals are involved, any paperwork will be requested, read and any recommendations put into place where possible. A multi-agency meeting may be held.
- A home visit may be arranged, and we may also visit your child at another setting or school if they are transferring to us. A home visit will always be arranged if your child is joining our nursery or reception class.
- We may suggest adaptations to help your child to settle more easily, but these will be discussed and agreed with you.
- We will regularly review how your child is doing both academically and pastorally and this will be discussed with you regularly.

Support for children with SEND when moving between Key Stages (FS – KS1, KS1 – KS2)

- Rushy Meadow is a through school. Our teachers regularly talk to each other, and many teachers know all the children in the school.
- Before your child moves class, they will have the opportunity to meet the teacher, see their new classroom and meet their classmates.
- There is always a handover meeting between current teachers and new ones. Key information is passed up, including any additional needs your child may have, and recommendations/provision.
- Your child's progress and achievement will still be monitored by the SENCo and other senior leaders in the school. Procedures will be followed by the school regardless of the class your child is in.
- Any specialist equipment will be passed up to the new teacher.

Support for children with SEND when moving to secondary school

- Every year in July primary SENCOs and secondary SENCOs meet. We discuss the additional needs of any children moving from our setting to theirs.
- Many of the outside agency staff working in primary schools also work in secondary schools and your child is likely to have the same adults continuing to support them if necessary.
- All key documents and reports will be copied and sent to your child's secondary school.
- Most secondary school SENCOs will come and visit your child in our setting, and meet with the class teacher and/or the SENCo to discuss their needs.
- A multi-agency meeting with parents/ carers and the child will be held if necessary.

Different types of support available for all children, children with SEN and /or disabilities at Rushy Meadow Primary

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or adults in school, or may involve staff from outside agencies including health, education, or children's services.

There is a graduated response to supporting children with additional needs in school. All children are used to working in small groups, and all children will be supported by an adult at some point within the school day. The level of need dictates the amount of resourcing the child should receive.

- Class teacher input via good/outstanding classroom teaching that is differentiated. (Quality First Teaching)
- Targeted support via specific small group work or 1:1 sessions. These may be run in the classroom or outside it. These may be run by teachers or teaching assistants who have received training.

- Specialist involvement by outside agencies e.g. Speech and Language Therapy or Occupational Therapy. Assessment reports will be written by these specialists and suggested programmes or recommendations to be followed by staff in school. Direct therapy may also be received. Standardised scores and scores on thresholds may also be used by some agencies to show the level of need in specific areas. Your child may be seen by one agency, none, or many.
- Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a much higher level of individual and small group support which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they are likely to have previous involvement from one or more specialist agency (health/ education/ children's services) and are likely to have significant, lifelong, complex needs. Your child will need to be assessed and a request for Statutory Assessment will be sought from the Local Authority by the school. This requires evidence to be submitted, including advice sought from outside agencies, strategies already tried, outcomes, academic attainment and progress. The decision to award an EHCP is made by a panel of Local Authority specialists. It is reviewed annually to ensure the right level of support and resourcing is being given.

Specialist support available in school

As well as quality first teaching, and highly trained support staff, we also have a range of other specialists on site including

- Teacher of the Deaf
- Sensory pod
- Team of ELSAs (emotional literacy support assistants) who provide a range of pastoral support
- Family support worker – 3 days a week
- Clear and effective behaviour policy including bullying procedures (see behaviour policy)
- Pupil Parliament – a group of children who represents the views of children from the whole school

Our staff receive regular professional development opportunities. Many of our staff have learnt or are currently learning British Sign Language. Our support staff have had training from the Autistic Spectrum Disorder service, the Behaviour Support Team and the Mental Health Nurse. There are regular SENCO network meetings, where latest initiatives are shared and individual training is built into appraisal documents for all staff.

Specialist support brought in as needed

- Family Support Worker
- Social worker
- Speech and language therapist
- Speech and language communication need service
- Educational Psychologist
- Physiotherapy
- Occupational therapy
- CAMHS – children and adolescent mental health services
- Behaviour support team
- Mental health nurse
- Autism Outreach service
- Sensory Impairment service

- Sutton Young Carers
- School nursing service
- Information, advice and support services network (previously known as parent partnership) <http://www.iassnetwork.org.uk/>

The Sutton Local Offer website contains full information of the services available to children, young people and their families under the Sutton Local Offer

<http://localoffer.sutton.gov.uk/>

Reasonable Adjustments

At Rushy Meadow Primary we will adapt the curriculum, the learning environment and physical environment wherever reasonable and possible to enable every child in our mainstream setting to have the best chance of success.

Adapting the teaching, learning and access

- Class Teachers plan lessons according to the specific needs and abilities of all groups of children in their class, and will ensure that activities are adapted to enable your child to access their learning as independently as possible.
- Teaching Assistants can be used to work with individuals and small groups.
- Specific strategies may be used. These will be included in your child's IEP or provision map.
- A range of equipment may be used e.g. pencil grip, move 'n' sit cushion, slope board, work station.
- A range of resources may be used e.g. visual timetable, word bank, 100 square, phoneme grids.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
- Small group or 1:1 interventions will be planned for. These may be short term, or your child may take part in interventions the whole way through their school career.
- We have complete wheelchair access around our school (single storey) and any mobility needs will be addressed where reasonable.
- Specialist advice will be sought and followed where necessary.

Support for Parents and families of children with SEN and/or disability

We endeavour to support families and parents sensitively and with honesty through:

- Regular communication with the class teacher either at the classroom door, by phone or letter and many formal opportunities to come into school throughout the year.
- The SENCo is available to meet with you to discuss your child's progress and any concerns or questions that you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.
- Provision maps/IEPs will be regularly reviewed and discussed with you.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Children's services will be contacted if appropriate including the LA Disabilities team.
- Accessing the Children and Young Persons Resource Panel where appropriate.
- We will access local groups and workshops on your behalf, and support you to do paperwork if necessary.
- Telling you what to expect at different stages of graduated support.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process. We want to work in partnership with parents and will be happy to consider any reasonable ideas in order to support your child. If we are unable to help, we will work with you to find out who can.

This report will be reviewed annually.

Support for pupils with physical disabilities to ensure access to the school building and activities;

- We fulfil our duties under the Equalities Act 2010.
- The school is fully wheelchair accessible
- There is currently one disabled toilet
- The car park has a dedicated disabled parking space that is always kept clear
- The school is fitted with flashing alarms to aid hearing impaired staff & pupils
- **Please refer to the Accessibility plan on the school website.**

Important documents include Rushy Meadow Primary's SEND policy, The Code of Practice 2014, and the Local Offer which can be found at <http://localoffer.sutton.gov.uk/>. Please see the school SEND policy on school website, for more details on how we identify children and young people with SEN and assess their needs. For parental support and advice please contact the Sutton Information, Advice and Support Service (SIASS) on 020 8770 4541 or spps@sutton.gov.uk.