

Rudston Primary School– SEND INFORMATION REPORT 2019-2020

Welcome to our SEN Information Report. All governing bodies of maintained schools and nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with Special Educational Needs and Disability (SEND). This information is updated annually.

At Rudston Primary School, we value and are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/ carers, governors and members of staff. You can find our school local offer information here:

<http://www.rudstonprimary.co.uk/our-school/special-educational-needs-and-disability/>

If you have specific questions about the Liverpool Local Offer please look at:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

Types of Special Educational Need that are provided for at Rudston Primary School





Rudston Primary School provides support for pupils across the four areas of need as detailed in the SEN Code of Practice 2014. These are:

Communication and Interaction- *for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.*

Cognition and Learning- *for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy.*

Social, Emotional and Mental Health Difficulties- *for example, where children have difficulty managing their relationships with other people, are withdrawn*

	<p><i>or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.</i></p> <p>Sensory and/ or Physical Needs- for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment.</p> <p>Some children may have SEN that covers more than one of these areas.</p>
<p>Information about the school's policy for identifying children with SEN</p> 	<p>All pupils are rigorously tracked in English and Maths. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon.</p> <p>Children may require class-based, small group or individual intervention according to need which is time-limited and carefully monitored by the Special Needs Co-ordinator (SENCo) and class teachers.</p> <p>If your child is new to our school then progress will be discussed with the previous school or nursery.</p> <p>If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCo or Phase Leader and your child's needs can then be discussed.</p>
<p>The school's approach to teaching pupils with SEN</p> 	<p>At Rudston, all pupils have equal access to a broad and balanced curriculum, differentiated to enable all pupils to achieve and succeed. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.</p> <p>Children are encouraged to become independent learners and to develop an enthusiastic approach to learning.</p> <p>There are high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.</p>

	<p>We make it a point to discuss aspirations with all our learners.</p> <p>Underpinning all our provision in school is the graduated approach cycle of:</p> <div data-bbox="1659 105 1973 416" data-label="Diagram"> <pre> graph TD Assess((Assess)) --> Plan((Plan)) Plan --> Do((Do)) Do --> Review((Review)) Review --> Assess </pre> </div> <p>All teachers are responsible for every child in their care, including those with special educational needs.</p> <p>The school recognises that children are at different levels in their learning and learn in different ways. To support all children the school delivers the curriculum in different ways. We offer small group support and individual support when needed.</p> <p>We understand that children learn at their own pace so we closely monitor progress using individual targets which may be in the form of an Individual Education Plan (IEP). All parents are invited to contribute to their child’s IEP and we will keep you informed of progress that is made when these targets are reviewed each term.</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEN</p> <div data-bbox="745 1051 855 1161" data-label="Image"> </div>	<p>As specified in the SEN Code of Practice, we adopt an 'Assess, Plan, Do, Review' approach to evaluating the effectiveness of our provision.</p> <p>Any group or individual provision is time-limited and progress is monitored carefully against specific, measurable targets. Provision is evaluated half termly and any changes to provision are made as necessary according to individual need.</p> <p>This information is also reported to governors annually and an annual SEN Information Report is posted on the school website.</p>
<p>Our strategic plans for developing and</p>	<p>To target early intervention for those children in EYFS with fine and gross motor difficulties to aid progress in handwriting.</p>

enhancing SEN provision in our school next year include ...



Plan interventions on a half termly basis alternating English and Maths to ensure intervention is targeted and regular and to allow children time to consolidate and demonstrate learning within class lessons.

To develop intervention which support and develop social communication skills and fine motors skills (KS2).

To deliver Art of being Brilliant club (KS2) and 1 to 1 Stepping Forward sessions (KS1 and 2) to target pupils to raise self-esteem and confidence in children with Social and Emotional needs.

To increase the participation of pupils with SEN in after-school and cross-curricular clubs.

To ensure the curriculum is developed to ensure inclusion and progress of all pupils.

To develop High Quality Teaching in all subjects.

What support will there be for my child's overall well-being?



The school will keep in close contact with you about your child's overall wellbeing.

To support the transition into school all Reception children are allocated a Year 5 Buddy. The buddy system provides support during many aspects of life at Rudston with buddies working together on many events such as attending trips together (Delamere Forest) and breakfast, books and buddies. Year 6 children act as Yard Guardians to support younger children at lunchtime, while Year 5 children support KS2 children during visits to the school library.

Older More Able (MA) children support younger SEN children during reading sessions to help develop reading skills as well as a love of reading.

Targeted after school and lunchtime clubs in both KS1 and 2 support reading and maths skills.

The Stepping forward program delivered by Mrs Charnock supports children with social and emotional difficulties as well those needing support making and maintaining friendship groups.

The whole school has implemented The Art of Being Brilliant to develop a consistent approach to the use of positive language. The Art of Being Brilliant club and parent workshops support this shared vision of positivity which equips the children with the confidence and language to manage their feelings in a positive way.

In Key Stage 2 we have introduced the Archbishop of York's Young Leader Programme.

We use Circle Time and PHSE Sessions to ensure that all children are listened to and we have a School Council for children to share their views and ideas.

We have a regular contact with the school nurse.



A large percentage of staff who are trained in First Aid. We also have a number of staff who are trained to use a defibrillator (we currently have 2 defibrillators, 1 in KS1 and 1 in KS2).

We have a whole school behaviour policy which is consistently applied throughout the whole school which focusses on positive behaviour, celebrating individual and class achievements.

If children require additional support for their behaviour, they may be placed on an Individual Behaviour Plan (IBP) to help support and modify their actions. These are shared and agreed by the class teacher, parents and the child and reviewed twice a year.

Our Safeguarding procedures are in line with local authority guidance.

Attendance and punctuality are monitored closely.

<p>What training are the staff supporting children with SEN having/ have had?</p> 	<p>The SENCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN.</p> <p>The SENCo and support staff can access training through their Primary Consortia.</p> <p>All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include training on specific intervention programmes or training in specific aspects of SEN.</p> <p>The training provided responds to the needs of the children and staff at any given time.</p> <p>Local Authority training is accessed, where appropriate, to enable staff to support the children in their care.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p> 	<p>We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), SLT (Speech and Language Therapy Service) and the Community Paediatrician.</p> <p>The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.</p> <p>The school receives support from the Educational Psychology via the South Central Consortia, SENISS (Special Educational Needs Inclusion Support Service) and Purple Circle Autism Support.</p> <p>School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.</p> <p>If there are concerns around attendance and punctuality, the school may seek advice from the Education Welfare Officer (EWO)</p>

How does the school support children when moving between phases of education?



When joining Rudston primary School you will be invited to look around the school and if required meet the SENCo to share necessary information regarding your child.

We will contact any early years settings, or other schools you child has attended to gather information about their needs.

If your child has additional needs we will contact any specialist services that support your child and ask you to invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.

We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities.

Children starting in Reception are invited to visit and stay for a play session before starting school.

Where appropriate, we may develop a transition plan in partnership with you, your child and staff to ensure your child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information for you to share with your child to help them settle quickly.

When your child moves school, the SENCo will ensure all relevant information is passed on and will meet with the SENCo of the new school in the summer term to discuss your child's needs. For children moving to Year 7 the SENCO will attend the Local Authority secondary transition day to share relevant information.



Who can I contact for further

The school Special Needs Coordinator (SENCo) is Mrs Allison Mulvaney who can be contacted via the school office on 0151 722 2435 or via email:

The associate SEN governor is K Roscoe.

Other useful contacts:

Parent Partnership- for confidential and impartial advice and support for parents of children with SEND (0151 225 4947)

<p>information?</p> 	<p>Contact a Family- a charity providing support and advice to families of children diagnosed with serious disabilities or rare syndromes www.cafamily.org.uk</p>
<p>What do I do if I need to make a complaint? How will we deal with an SEN- related complaint?</p> 	<p>Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor.</p> <p>Managing parental complaints related to SEN (any of the following may apply)</p> <p>All SEN complaints must follow the school's formal complaints procedure.</p> <p>The SEN Governor is consulted.</p> <p>External advice may be sought</p> <p>Key legislation regarding the matter is identified</p> <p>Good levels of communication with the parents/carers are maintained throughout the process</p> <p>Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership</p> <p>Key issues are identified including where there is agreement</p> <p>Discussions should take place with the SENCO</p> <p>Reports provided by outside agencies should be considered</p> <p>IEPs (where applicable) are reviewed examining what progress has the pupil has made</p> <p>Any behaviour logs should include strategies which are shared with parents/carers</p>



Relevant school policies underpinning this SEN Information Report include:

- SEND policy
- Teaching and Learning Policy
- Marking Policy
- Curriculum Policy
- Equal Opportunities Policy
- Behaviour Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005