



Rushmere Hall
Primary School
Taking pride in our learning

Special Educational Need and Disability (SEND) Information Report 2023-24

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1. An Introduction

SEND Information Report For Special Educational Needs and Disability (SEND)

We are proud of our school, the standards of teaching and learning, our friendly and caring ethos where we take pride in our learning and our ability to empower children through success.

We believe that all children should develop academically and socially to the best of their ability.

We are committed to providing a caring environment where everyone feels happy, secure and valued. Our vision is that all our children are prepared for life by becoming:

- Enthusiastic learners who relish a challenge
- Sympathetic friends who enjoy working and playing together
- Skilled pupils who are well-equipped for their future education
- Thoughtful people who care about their world and are developing their own responsible values

In all aspects we ensure that the school operates a policy of equal opportunities, regardless of gender, race, ability or religion. These aims and vision underpin all the policies and procedures in our school.

For children with Special Educational Needs and Disabilities we aim

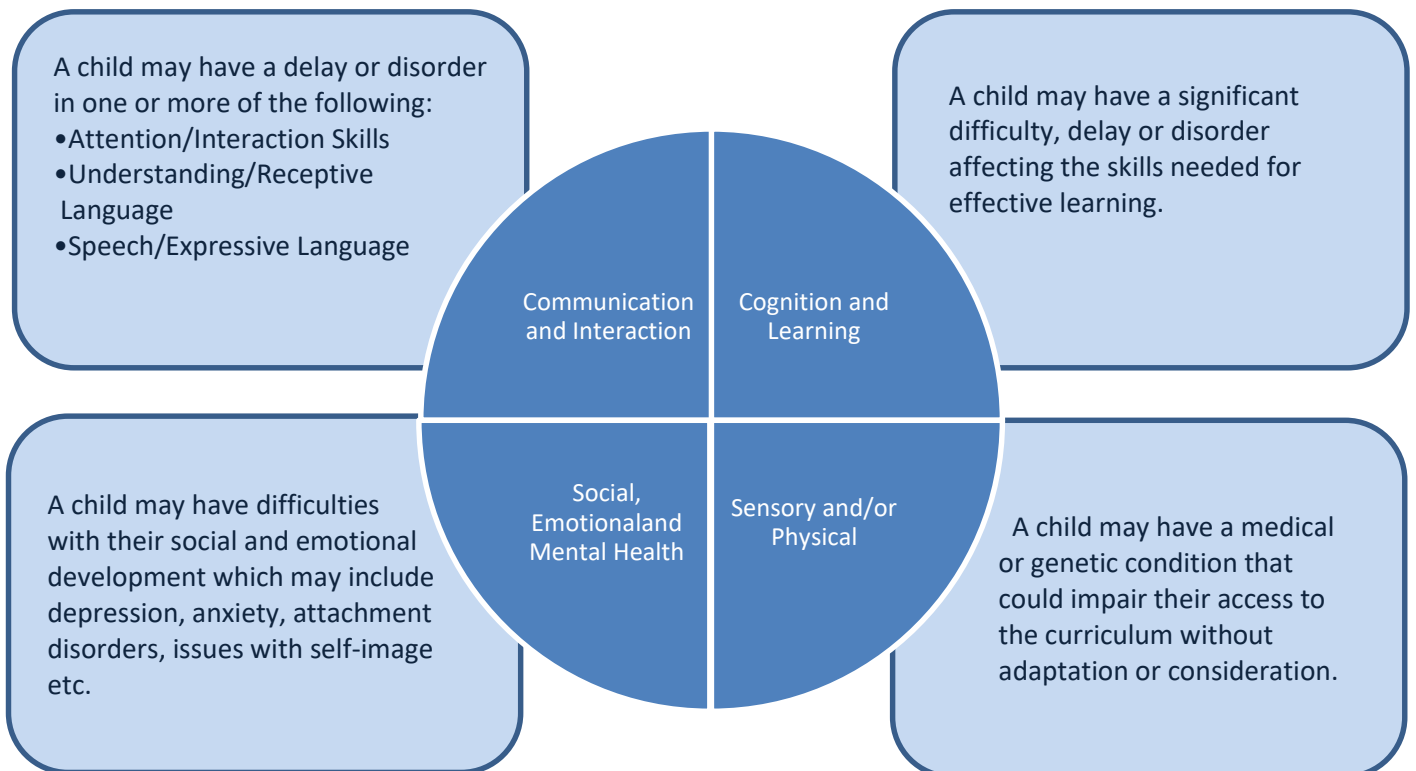
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. It goes beyond the provision normally provided as part of the high-quality teaching that occurs in our classrooms. It may take the form of additional support from within school or require involvement of specialist staff or resources.

All teachers are teachers of SEND children and as such provide quality first teaching which takes their needs into account.

2. What are the areas of Special Educational Need and Disability?

The Code of Practice refers to four main areas of Special Educational Needs. These areas are explained below:



3. How does Rushmere Hall Primary School know if children need extra help?

Pupils may require help if they are identified as having a Special Educational Need. We would do this in a variety of ways that include:

- concerns raised by parents/carers, teachers or the child
- liaison with previous school or setting
- limited progress being made and performance below age expected levels
- health diagnosis
- liaison with external agencies and professionals
- inclusion meetings with staff and SENCO

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns, then contact the SENCO. Information sharing from school to home will initially be at parent consultation evenings and end of year reports are produced for all children. Occasionally there may be a need to consult directly with parents regarding concerns.

If concerns relate to specific areas of education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or Learning Support Assistant.

Any interventions provided outside of Wave 1/Quality First Teaching can be recorded on a provision map (this is a record of the interventions, frequency and impact of the intervention).

Diagnosis and other health reports will be circulated to all staff who work with a child. Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapy Service or Educational Psychologist etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Pupil Progress is monitored throughout the school year. This may highlight any potential problems in order for further support to be planned and may trigger SEN Support.

4. How will I know how Rushmere Hall Primary School will support my child and evaluate the effectiveness of their provision?

We have an **assess** **plan** **do** **review** model for supporting SEN.

Every child's learning is planned by the class teacher. It will be adapted accordingly to suit their individual needs. This high-quality teaching is the first step in responding to the needs of children with special educational needs in the classroom and forms part of normal classroom practice. It may include additional general support by the teacher or a Learning Support Assistant.

All work within a lesson is pitched at an appropriate level so that all students are able to access according to their specific needs and regardless of ability or starting points. All students have the opportunity to make progress every day. This progress is regularly **assessed**. If we are unhappy with the rate or level of progress, we may **plan** additional support.

Decisions regarding the type, amount and level of additional support given are made in consultation with class teacher, SENCO and KS Managers. These decisions can be based upon tracking of pupil progress and as a result of assessments by outside agencies.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged and support may change.

If a child has special educational needs, they will be recorded on one of three registers:

1. Speech and Language Register
2. Medical register
3. SEN Register

Speech and Language Register

Children on the Speech and Language Register have their needs assessed and acknowledged by a Speech and Language Therapist who reports their progress and sets their targets. They often have a therapy plan which is shared with parents and staff.

Medical Register

Children on the Medical Register have their needs identified by health professionals. Reports and therapy plans are sent to parents and staff. Often their medical needs are recorded in an Individual Health Care Plan, especially where medication may need to be administered in school and medical protocols followed to help manage their condition.

SEN Register

Children on the SEN register will be recorded in one of two categories:

- SEN Support
- Educational Health and Care Plan (EHCP)

SEN Support

If a child is identified as having special educational needs, you will be advised by the class teacher and SENCO and informed what we intend to **do**. We will write a One Page Profile for your child, in collaboration with you and your child. The One Page Profile contains targets which will be reviewed at Parents' Evenings. This will be sent to you for comment. One Page Profiles will be **reviewed** in the Autumn and Spring Term and discussed at parents evening and decisions made on how much progress has been made and what the next steps are.

Education Health and Care Plans (EHCP)

Some children are supported in mainstream schools with an EHCP. These are some of our most complex children who have needs in more than one area of SEN. EHC Plans give details of specific individual provision which may include a high level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. EHCPs are reviewed annually with parents so that identified provision can be thoroughly evaluated and any amendments made to either the target or the provision.

Evaluating Effectiveness of a Child's Provision

This is completed through all of our Assess, Plan, Do, Review cycles, including One Page Profiles. At any time where targeted provision is outlined an evaluation is made. Responses to the evaluations we make could include:

- Withdrawing provision
- Continuing current provision
- Amending provision
- Referring for alternative provision
- Movement through the graduated response that may include referrals to outside agencies and further assessments.

5. How will the curriculum be matched to my child's needs?

Area of Special Educational Need	Wave 1 – whole school approach (Quality First Teaching)	Wave 2 – individual or small groups	Wave 3 – additional for pupils needing a specialised programme of support
<p>COGNITION AND LEARNING e.g.</p> <ul style="list-style-type: none"> Moderate Learning Difficulties Specific Learning Difficulties Memory and Reasoning Problem Solving and Concept Development Skills 	<p>Adapted curriculum Visual prompts and reminders. High interest / low ability reading materials Writing Frames Mind-mapping Scaffolding Small Steps Approach Learning Support Assistants Use of ICT</p>	<p>TA/LSA in-class support Literacy and Maths group support programmes (see list in Wave 3) Word mats Word banks Alternatives to written recording: laptops/Notebooks</p>	<p>LITERACY/NUMERACY using personalised and specialised programmes if appropriate. Access to our KS2 SEN LSA. Consultation with SES (Specialist Education Service) Outreach Support. Referrals to Outside Agencies e.g. SALT, EP Access to AP EHC plan if needed.</p>
<p>COMMUNICATION AND INTERACTION e.g.</p> <ul style="list-style-type: none"> Speech Language Understand Attention Autistic Spectrum Disorders 	<p>Visual timetables/task plans Visual prompts & reminders Differentiated curriculum Pre-teaching of vocab Access to ICT Class and school structured routines Clear verbal instructions and explanations</p>	<p>Individual work stations Individual visual timetables Social stories Communication Skills Support (e.g. TalkAbout/Time to Talk/Socially Speaking) Verbal Reasoning Support group</p>	<p>Individual Speech and Language Therapy assessed and delivered by a qualified therapist Access to our Speech & Language LSA Consultation with SES (Specialist Education Service) Outreach Support Access to AP EHC plan if needed</p>
<p>SOCIAL, EMOTIONAL AND MENTAL HEALTH e.g.</p> <ul style="list-style-type: none"> Anxiety and Depression Attachment Disorders Self-esteem and confidence Bereavement 	<p>Lunchtime Alternatives Consistent use of rules, praise, rewards and sanctions Differentiated learning activities PSHE and SEAL activities Supported break times Visual prompts and reminders Materials to help distress – beanbags, fiddle toys etc</p>	<p>In class behaviour management strategies supported by the teacher Access to Inclusion Support Assistant/Pastoral Support Worker In class personalised reward systems In class resources and visual prompts. Zones of Regulation</p>	<p>Nurture Opportunities Thrive Counselling and Mentoring opportunities e.g., Drawing and Talking, Therapeutic Story Telling Social Skills Support Confidence Building/Self Esteem Support Feelings & Emotions Support Anger Management Support Drop in Chat Times Personal Reward times Referrals to SES, AP or PRU EHC plan if needed.</p>
<p>SENSORY AND PHYSICAL e.g.</p> <ul style="list-style-type: none"> Hearing Visual Physical Medical 	<p>Accessible classrooms and school environment Soundfield speaker system Writing slopes, pencil grips, Move'n'Sit cushions Irlens support aids Makaton and BSL Activate/Yoga in some classes.</p>	<p>Adapted computer equipment (touchscreen technology, laptops & iPads) Specific fine motor skill activities e.g. finger gym activities In class support for access</p>	<p>Occupational/physiotherapy programmes Individual support for access to curriculum Adapted ICT equipment and programs (eye movement and speech recognition etc) EHC plan if needed</p>

6. How will I know how my child is doing?

The principles of the SEN code of practice are very clear that schools must have regard to the views, wishes and feelings of the child and their parents/carers. Communication between parents/carers and staff can occur through:

- One Page Profiles provide information on support, attainment and progress.
- Sharing of information at parent consultation evenings
- End of Year reports
- Home/school communication – personal books, letters, emails and text messages
- Suggestions and advice from outside agencies via reports

Class teachers and the SENCO are available to discuss specific concerns and you are welcome to make an appointment to do this.

7. What support will be there for my child's overall wellbeing?

All staff appreciate the importance of young people having high self-esteem and other appropriate social and emotional skills. Children need to achieve positive wellbeing to be in a position to maximise learning opportunities. All staff are aware of strategies and methods to support confidence, self-esteem, wellbeing, trust etc. and know that in order to do this they need to build a relationship with each child. As parents it is important that you keep us updated on any significant change or event that could affect your child's wellbeing.

Across the school we have staff who work within our Inclusion Support Team. They help children who are having difficulties with their emotional or social skills and need extra attention. They promote good behaviour and engagement to learning for a few individual children. They are both Thrive trained.

They provide alternative lunchtime provision for children who need help with their peer interaction and social skills, or children who don't cope well on the playground for any reason. This small, well supported group experiences play and social activities, whilst strategies are modelled to them and work is done to support their overall wellbeing.

They may work alongside the class teacher, Family Liaison Manager and SENCO. They help address the needs of children who may have barriers to learning which need removing in order that they achieve their full potential.

For pupils with physical/medical needs

- A detailed individual health plan, compiled with support from the school nurse or a specialist nurse in consultation with parents/carers may be written. These are discussed with all staff who are involved with the child.
- Staff may receive specialist training and all staff have basic first aid training.

8. What specialist services and expertise are available at or accessed by the school?

Please refer to our '**Supporting Pupils with Medical Conditions Policy**' for more details.

Our school accommodates a specially designed 10 place **Hearing Specialist Base** for children ranging from Reception to Year 6. It is run by a fully qualified Teacher of the Deaf, along with experienced support staff also fully trained in sign language. The children receive a blend of intensive support in the unit but also participate in whole class and whole school activities at various times during their week.

Children are referred to the unit by the Local Authority. Places are allocated through designated panel meetings with advisory teachers and other specialist staff and not by the school.

We also accommodate a specialist 15 place **Speech and Language Hub** run by a qualified Teacher alongside two experienced support staff. The unit also has access to staff from the NHS and a purpose-built Outdoor Learning Area. The unit caters for children from Reception to Year 2.

Children are referred by the Local Authority and may stay for a specific period of time before returning to their catchment school. Again, places are allocated through designated panel meetings with advisory teachers and other specialist staff and not by the school.

9. What training are the staff supporting children and young people with SEND had or are having?

Within the mainstream school, qualified and skilled teachers deliver adapted opportunities to all children. Some support staff have specialist training and experience in certain areas such as speech and language training (Elklan qualifications) and autistic support. All staff have opportunities for continuous professional development in areas of their choosing or when directed as part of a whole school focus. At times it may be necessary to consult with outside agencies to receive their more specialised advice and expertise. The agencies include:

- SES (Specialist Education Services) Communication and Interaction Team, Cognition and learning Team or SEMH (Social, Emotional and Mental Health) Team (*previously known as CISS*)
- Dyslexia Outreach Team
- Educational Psychologist
- The Access and Assessment Team (formerly CAMHS; Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Advisory Teacher Team – including Early Years Support and Sensory Service
- Family Services Team
- Social Services
- The Early Help Team (through the CAF process)
- Children's Therapy Teams (Speech & Language/Physiotherapy/Occupational Therapy)
- School Nurse and Paediatric Team

10. How accessible is the school environment?

Rushmere Hall Primary School has single level access, with ramps, accessible toilet facilities, intimate care room and a portable hoist.

We have a hearing loop service at our school office and a Soundfield System within the majority of our classrooms. Our website is available in all languages and translation or interpreter support can be accessed when required.

Please see our **Inclusion Policy** and our **Accessibility Plan** for more information about how we prevent disabled pupils from being treated less favourably than other pupils and the facilities we provide to help disabled pupils to access the school.

11. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

However, if it is deemed that an extremely intensive level of 1:1 support is required, then a parent or carer may be asked to accompany their child during the activity. We will always do our best to avoid this.

12. How will the school prepare and support my child when joining Rushmere Hall Primary School or transferring to a new school?

Children at Rushmere Hall can experience five periods of transition:

- Pre-school/Home Setting into Nursery (part time within Early Years Foundation Stage)
- Nursery to Reception (usually full time within Early Years Foundation Stage)
- EYFS to Key Stage One (Year One and Two)
- Key Stage One to Key Stage Two (Year Three to Six)
- Key Stage Two to Key Stage Three (Years Seven+)

At any of these points, transition support would be appropriate through:

- A Home Visit from Nursery staff
- Discussion between key staff including class teachers and parents.
- Sharing of paperwork and passing on information
- Liaison with outside agencies
- Social stories and visual information provided for children who require clearly communicated visual support to help them with transition
- Transition booklets/passports
- Induction mornings/sessions/days
- SENCO meetings

13. How are the school's resources allocated and matched to children's special educational needs?

School budgets are allocated each financial year and the money can be used to provide additional resources depending upon an individual's needs. This is done in discussion between the head teacher and the SENCO. Additional **adult** support is not guaranteed, never automatically provided and is always allocated on a priority basis (according to the needs of the children on the school's SEN register).

Due to high numbers of SEN pupils currently on roll and due to financial challenges brought about by the PAN reduction of the school, the school has limited funds available to employ additional adults to support children with SEN needs. Over the last few years, the school has made numerous members of support staff redundant. At present, there is no additional adult support / 1 to 1 support / T.A. support in Key Stage Two classes.

14. How is the decision made about how much support my child will receive?

Important decisions regarding support are made in consultation with the Head teacher, SENCO, class teacher, and the support assistants within the school. We have limited opportunities available for support over and above what is usually expected and we often have to make difficult decisions. Children are allocated support according to the needs that have been identified and every effort is made to ensure the provision allocated will help maximise learning progress, remove barriers to learning and advance attainment levels.

If support has to be accessed from outside agencies, the appropriate referrals will be made in consultation with parents. In the case of EHCPs, a decision about the support a child receives is made by the Special Needs Officers within the Local Authority, in consultation with other professionals such as paediatricians and speech and language therapists.

15. How will I be involved in discussions about planning for my child's education?

We will always make every effort to include you in the planning for your child's education. In the early stages, additional needs will be discussed with you at parents' evenings and then through correspondence from the SENCO. We will involve you as much as you wish us to. Sometimes, decisions are made and are communicated to you with the opportunity to come back and discuss them. Please do not hesitate to request an appointment with your child's class teacher or the SENCO to discuss anything to do with your child's special educational need or disability.

Any referral forms to outside agencies will be discussed with you and you are often asked to contribute your views before signing. Reports about your child will be sent to you at the earliest opportunity.

SEN Information, such as communications with outside agencies, appointments, referrals, and reports will be shared with the child's primary carer, with the expectation that this information is then passed on to anyone else with parental responsibility. Where parental consent is required, this will be requested from the primary carer or the parent making the request for the referral.

16. Who can I contact for further information and what should I do if I have a complaint?

The Head Teacher at Rushmere Hall Primary School (Mr P Fykin) has ultimate responsibility for children with Special Educational Needs and Disabilities.

If you feel that the School's offer is not being delivered or is not meeting your child's needs, your first point of contact should be the class teacher to share your concerns.

You may also consider contacting the Assistant Head Teacher for Inclusion/SENCO or the Early Years or Key Stage Leaders.

The school has an Assistant Head Teacher for Inclusion/SENCO (Mrs H Birbeck) who you can contact regarding any concern relating to additional needs. (hbirbeck@ekotrust.org.uk). Monday to Thursday.

We also have an SEN governor Mr B Saunders who you can email on bsaunders@ekotrust.org.uk

Mrs R Dunne is the EYFS and Year 1 Phase Leader (Nursery, Reception and Year 1)

Mrs R Warren and Mrs E Rogers are the Year 2 Group Leads

Mrs C Steward is the Phase Leader for Lower KS2 (Years 3 and 4)

Mr R Gooderham is the Phase Leader in Upper KS2 (Years 5 and 6)

If you require more information or clarification, you can view the school's website www.rushmerehallprimaryschool.com and in particular the SEN Policy. You can also find a Staff Who's Who section

The following websites may also be helpful:

Free confidential and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers: <https://suffolksendiass.co.uk/>

Activities Unlimited (short breaks and leisure activities for disabled children and young people up to age 25 in Suffolk): <https://www.access-unlimited.co.uk/activitiesunlimited/>

Anglia Care Trust (local SEND mediation services): <https://angliacaretrust.org.uk/>

Contact (for families with disabled children): <https://contact.org.uk/>

Child Law Advice (education law advice for families): <https://childlawadvice.org.uk/>

Council for Disabled Children (umbrella body for the disabled children's sector):
<https://councilfordisabledchildren.org.uk/>

SEND Code of Practice (explains the statutory duties of schools and local authorities):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Tribunals Service (organisation responsible for handling claims): <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

The Source (for young people in Suffolk): <http://www.thesource.me.uk/>

Suffolk Local Offer (for the full range of services and support for children and young people with SEND):
<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

Concerns and Complaints

From time to time parents, and others connected with the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Trust has adopted a "Complaints Procedure" which can be found on the school website:

<https://www.rushmerehallprimaryschool.com/contact.html>

17. Reviewing the SEND Report

This report will be reviewed annually to reflect the changing needs of children who join and develop in the school.