

## Rackenford Church of England Primary School Special Educational Needs & Disabilities (SEND) Information Report 2017 – 2018



At Rackenford Church of England Primary School, we value the individuality of all of our children, regardless of their abilities or background. We strive to be a fully inclusive school by working hard to meet the needs of all of our children within a mainstream setting - even if those needs are complex and challenging. Being fully inclusive means that the relationships between pupils who may or may not have additional needs are very strong and there is a whole school culture of acceptance, tolerance and celebration of the differences, which can occur between individuals. We inspire all of our children to believe in themselves and in their true potential. We support each of them on their own unique learning journey, to help them to succeed and be proud of their achievements.

1. What kinds of Special Educational Needs might the children at Rackenford Church of England Primary School have?



The school provides appropriate support for pupils across the 4 areas of need as set out in the SEND Code of practice 2014:

- **Communication and Interaction**  
e.g. Speech and Language difficulties, Autism.
- **Cognition and Learning**  
e.g. Specific Learning Difficulties (SpLD), Dyslexia
- **Social, Emotional and Mental Health difficulties**  
e.g. Anxiety, Depression.
- **Sensory and Physical needs**  
e.g. Visual Impairment.

	<p>We are aware that your child may have needs in one or more areas of need. We will work with you, your child, and any other agencies, or settings, to ensure that your child's needs are fully met.</p>
<p>2. How are children with Special Educational Needs and Disabilities (SEND) identified and assessed?</p> 	<p>Pupils are identified as having SEND, and their needs assessed through:</p> <ul style="list-style-type: none"> <li>• Liaison with the previous educational setting e.g. Nursery</li> <li>• Use of class teacher assessments and school data for tracking pupil attainment and progress – is the child performing at, or below age related expectations?</li> <li>• KS1 or KS2 results</li> <li>• Baseline assessments</li> <li>• Further school based observations</li> <li>• Concerns raised by pupil/parents</li> <li>• Concerns raised by external agencies e.g. medical diagnosis</li> <li>• Devon Graduated Response Tool</li> </ul>
<p>3c. How will teaching be changed to meet the needs of your child with SEND?</p>	<p>Teaching Provision, delivered by all class teachers, for pupils with SEND includes:</p> <ul style="list-style-type: none"> <li>• Quality first teaching with lessons planned and differentiated appropriately to meet the specific needs of all groups of children.</li> <li>• Extra adult support in classrooms working under the direction of the class teacher and providing intensive, focussed or small group support.</li> <li>• Additional support programmes, as needed, to meet progress targets identified through teacher assessment and Individual Education Plans (IEPs). These may be delivered both within and outside of the classroom.</li> <li>• Use of adapted resources e.g. Personal Work Stations</li> </ul>



- Shorter sessions with regular sensory or movement breaks.

3a. How does Rackenford Church of England Primary School evaluate the effectiveness of its provision for pupils with SEND?



The effectiveness of SEND provision is evaluated by:

- Tracking of individual pupil progress data by the class teacher, with the impact of provision being reviewed at least half termly. Any adaptations to provision are then made as needed.
- Triangulation of data, using data analysis, lesson observations, work scrutiny exercises and pupil interviews, is reviewed on a regular basis.
- Parent views sought through parents evenings and meetings organised to discuss individual child provision
- Monitoring of progress against objectives set in IEPs.

3b. How will Rackenford Church of England Primary School measure the progress of your

Pupil progress will be measured using:

- A Graduated Approach (as laid out in the SEND Code of Practice 2014)

children in school?



and the school's SEND policy) **Assess, Plan, Do, Review**

- Half termly data tracking for pupil progress
- Monitoring of progress against objectives set in IEPs
- Education Health and Care Plan (EHCP) reviews
- Parent and Pupil Consultation Evenings

3d. How will the curriculum and classroom environment be adapted for your child?



Adaptions may include:

- Differentiated resources
- A variety of teaching styles e.g. visual or practical
- A variety of locations
- Appropriate choices of text and topics to suit your child e.g. High Interest, Low Ability reading books
- Access arrangements for tests e.g. SATS
- Quiet working spaces
- Appropriate use of learning displays
- Accessible resources e.g. use of ICT
- In some circumstances a personalised and individual curriculum may be appropriate.

3e. What are the different types of support available for children

In addition to Quality First Teaching, support may include:

with SEND in our school?



- Specialist groups delivered by trained TAs – fun fit, precision teaching interventions, Thrive based activities
- Other support identified through EHCP plans
- Access to Specialist advice from educational psychologists, occupational therapists following referrals.

3f. How is Rackenford Church of England Primary School accessible to children with SEND?



The school is accessible in a variety of ways, such as:

- The reception area is wheelchair accessible
- There is 1 disabled toilet
- Quiet areas are available

3g. How will the school support and develop your child's Social, Emotional & Mental Health?

Children may be supported in a number of ways including:

- All classes, from Y1 to Y6 follow a PSHE curriculum. This will include Social Emotional Aspects of Learning (SEAL).



- Lunchtime provision of equipment, football club and a calm club.
- Advice from external agencies e.g. Early Help for Mental Health.
- Emotional literacy groups are planned, to run during the final hour of the day four days a week.
- Children can have access to mentoring during break times and lunchtimes if required.

4. Who are the people in school that you can talk to about SEND?

We are currently in the process of recruiting a SENCo for the primary phase of the federation. If you have any questions or concerns regarding the provision of SEND at Rackenford please contact Jo Drake Head of School (01884 881354) or Tania Mayes SENCo for the secondary phase at THS (01884 256655) or your child's class teacher.

e-mail: [admin@rackenford.devon.sch.uk](mailto:admin@rackenford.devon.sch.uk)

5. What expertise and training do the staff at the school have to help them work with children with

- The school provides training and support to enable all staff to improve the teaching and learning of all children.
- Individual staff may receive specific training to meet the needs of pupils,

<p>5. What expertise and training do the staff at the school have to help them work with children with SEND, including how specialist expertise will be secured?</p>	<ul style="list-style-type: none"> <li>• The school provides training and support to enable all staff to improve the teaching and learning of all children.</li> <li>• Individual staff may receive specific training to meet the needs of pupils, especially if providing intensive, focussed or small group support: e.g. precision intervention training, fun fit, attachment based mentoring</li> </ul>
<p>6. How will the school make sure that the equipment and facilities to support children with SEND will be secured?</p> 	<p>The school is able to secure specialist equipment from support services and from across the federation.</p>
<p>7. What support do we have for you as a parent of a child with SEND?</p> 	<p>As a school, we offer the following sources of support for parents:</p> <ul style="list-style-type: none"> <li>• Your child's class teacher is available to discuss your child's progress or any concerns you may have.</li> <li>• Access to external professionals, such as Educational Psychologist or Speech Therapist can be arranged for you to discuss your child's particular needs.</li> <li>• A home-school communication book may be used if it is agreed that it</li> </ul>

8. How will we consult with children with SEND to make sure they are included in decisions about their education?



We always try to listen to and record the views of children through:

- Teachers and support staff will check daily on individual needs
- School Council
- Annual Reviews (where appropriate)
- Pupil Interviews

9. How can you let the school know that you are concerned about your child's progress in school?



If you are not happy with any aspect of School life, including SEND support, we would ask you to initially raise your concern with your child's class teacher or ask to speak to our Head of School Mrs Jo Drake.

Alternatively, you may ask for a copy of the school's Complaints Procedures at the school office or follow the link on the school website.

10. Who are the other people providing services to children with SEND in our school?



The Governing Body of Rackenford C of E Primary School involve the following external agencies to provide support, as necessary, to children with SEND:

- LA SEND Strategic Support Service
- Educational Psychology
- Behaviour Support
- Devon Information Advice & Support for SEND
- SALT (Speech & Language Therapy)
- Targeted Family Support Workers
- Integrated Children's Services
- Social Care

Health Provision that can be delivered in school after referrals are made:

- Speech & Language Therapy programmes
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child & Adolescent Mental Health Service)
- Paediatricians
- Early Help for Mental Health

<p>11. Who can you contact for extra support outside of school?</p> 	<p>You are very welcome to contact the following agencies outside of school:</p> <ul style="list-style-type: none"> <li>• Devon Information Advice &amp; Support for SEND (formerly Devon Parent Partnership Service) 01392 383080. <a href="http://www.devonias.org.uk">www.devonias.org.uk</a></li> <li>• Citizens Advice Bureau</li> <li>• 0 – 25 SEND Team 01392 383000</li> </ul>
<p>12. How will we support your child when they are joining our school? Leaving our school?</p> 	<p>We know that transitions can be really difficult and especially so for children with SEND. We aim to make such transitions as smooth as possible by:</p> <p><b>If your child is joining us from another setting:</b></p> <ul style="list-style-type: none"> <li>• The class teacher will aim to visit the setting when appropriate, and attend Annual Review meetings prior to joining our school.</li> <li>• Your child will be encouraged to visit our school and stay for a session or a story.</li> <li>• Transition posters can be made to aid your child in becoming familiar with new members of staff and surroundings before they join us.</li> <li>• External Agencies e.g. Visual Impairment Support Service, may visit our</li> </ul>

school to make recommendations for adjustments/adaptations to be made.

- Additional visits to our school can be arranged.

**If your child is moving to another school:**

- We will contact the new school's SENDCo to provide them with up to date information regarding your child's needs. This may involve a face to face planning meeting.
- Copies of your child's reports will be passed securely to the new setting.
- Transition posters can be made to aid your child in becoming familiar with new members of staff and surroundings before they leave our school.
- Meetings can be arranged where you can attend the new setting to meet the staff at the school and talk about your child's needs.
- Transition to Tiverton High School may also include the support of the Pupil Welfare Transition Team, as well as the opportunity to visit more frequently e.g. art workshops or cookery workshops.

**When your child moves classes within school:**

- Information will be passed on to the new class teacher.
- The new class teacher will be invited to attend a review of any EHCP or School based Support Plans prior to moving classes.
- Transition posters can be made to aid your child in becoming familiar with new members of staff and surroundings before they move classes.
- Your child may be encouraged to visit their new class/teacher more frequently in the preceding term.
- Additional adult support staff may also be involved in the transition process as appropriate.

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