



## Rackenford C of E Primary School

### SEND Information Report 2022 - 2023

The Code of Practice (2014) defines Special Educational Needs (SEN) as:

A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools (Clause 20 Children and Families Act, June 2014).



#### How does the school know if children need extra help?

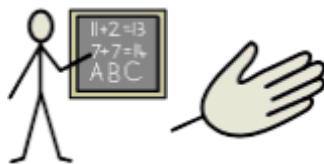
At RPS, we develop strong relationships with our children. We are reflective and monitor the impact of our teaching on their learning. We are professionally curious, and talk to children, parents, other professionals and each other to build a picture for each child. Our sources of information are as follows:

- Information gathered at transition into school. This may be at discussions with EYFS providers at the point of entry to school or through discussions with relevant staff from a pupil's previous school.
- Initial screening of language, reading and maths needs using school-based assessments.
- Teachers' formative assessments during lessons
- Observations in class
- Learning Walks and pupil progress / data checks
- Teacher feedback and the use of Devon's Graduated Response checklists.
- Parental concerns
- Conversations with children
- Phase leader concerns/observations
- Concerns from staff such as Teaching Assistants and/or pastoral support team.



## What should I do if I think my child may have special educational needs?

In the first instance, contact your child's class-teacher who will then review the information provided by yourself and teaching staff, this forms part of our Graduated Response. If appropriate, this information will be passed onto our Special Education Needs and Disabilities Co-ordinator, Mrs Ruth Alphey.



## What provision is there for children with special educational needs at RPS?

All teaching staff support children at a level appropriate to their needs through effective adaptation and differentiation in the classroom (Quality First Teaching).

This is constantly reviewed as the child develops and makes progress.

Children requiring more specific intervention to access the curriculum is supported in a range of ways, for example:

- Differentiated curriculum within the classroom to teach gaps in objectives from lower year groups as assessed by the class teacher
- Individual programme to meet specific needs
- Shared in-class support from a teaching assistant
- Use of Precision Teaching to target specific objectives, as decided by class teachers
- Individual or small group literacy programmes *such as phonics 1:1 tutoring*
- Individual or small group Speech and Language intervention *using Speechlink, Languagelink and/or WELLCOM resources*
- Individual or small group social and emotional development programmes *such as Managing Emotions, Building Self-esteem, Developing Friendships*
- Programmes to develop motor skills *such as Funfit (Gross) or High 5 (Fine)*
- Individual or small group communication & interaction programmes *such as Talkabout social communication skills*
- Sensory programmes *such as access to sensory breaks*



## How will I know how my child is making progress?

Your child's class teacher will be your main point of contact at RPS, and will work in partnership with you to champion your child. You should approach your child's teacher with any queries you have in the first instance.

We aim to actively engage children in their learning, and to involve them fully. We regularly seek their views and discuss their progress and next steps with them. Your child will be your best source of information about their progress. Do ask them – how are they getting on? What are they learning and what are they getting better at? They should be able to tell you!

As a parent/carer you will also receive:

- A 'Pupil Passport' for your child, which is updated termly
- The opportunity to check in with your child's teacher at the end of the day
- Parent/carer-teacher consultation evenings
- Communication through the school systems, such as emails and other messages
- An annual report

In addition, you may also be involved in:

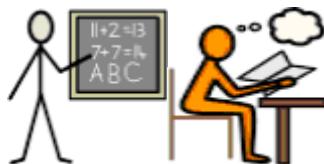
- Annual Review meetings
- Transfer Review meetings
- SEN Planning meetings
- Team Around the Family Meetings

As you can see, we are keen to provide opportunities for your views to be shared, and for your child's views to be taken into consideration as well. We aim to work in partnership with you. Do contact us at any time if you have queries, concerns or feedback to share.



## How do I know what progress my child should be making?

All teachers are aware of every pupil's starting point from their EYFS and KS1 data and their progress expectations. This can vary in each year and is tracked carefully to ensure every child makes the best possible progress. We have high aspirations for all pupils.



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

Most children follow the same curriculum as their peers however, it may include minor adjustments. Each teacher is committed to 'Quality First Teaching'. Teachers support pupils by differentiating the lesson content to meet the needs of all. Where children have complex needs, teachers are supported by the SENDCo and/or Head of School to develop a curriculum to best meet their needs.



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

All children are supported in school by their class teachers, who will check in with them daily and offer a universal level of support with their emotional wellbeing. The class teachers also teach a weekly PSHE lesson, which actively supports and promotes positive wellbeing for all.

Your child's class teacher is the best point of contact to share any worries you may have about your child's wellbeing.

The Head of School will also regularly check in with children and staff and teachers can raise any concerns they may have on a regular basis either through impromptu discussions or at team meetings.

Where specific worries or situations arise, it may be relevant for your child to access some time-limited pastoral support. This can provide support with managing emotions, bereavement, anxiety and promoting positive mental health. Referral to pastoral support is managed through discussions between the Class teachers, SENDCo and the Leadership team where a graduated response of identification of need and appropriate interventions will be identified. These children are then carefully monitored.

Children who are identified with SEND will have a key worker, usually their class teacher, who offers support with organisation, emotional needs and liaises with the SENDCo.

All children who are identified with concerns about their wellbeing will be offered appropriate interventions as well as any relevant referrals made to access support from external agencies including:

- Support from the School nurse and other Health agencies such as CAMHS
- Support from additional agencies/charities – eg. *Balloons, Pete's Dragon*

## Support for children with medical conditions

Children with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the Head of School, SENDCo, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.

## Children at risk of exclusion

For children at risk of exclusion, either the SENDCo or Head of school will contact and work alongside the Devon Inclusion Team and parents/carers to identify need and plan intervention/action. This may include considering other options which may be better for the child such as a managed move to another school or access to alternative provisions.

## Safeguarding

If we have any concerns that a pupil is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The Designated Safeguarding Lead for RPS is:

Mrs Maude [smaude@tiverton.devon.sch.uk](mailto:smaude@tiverton.devon.sch.uk)

Our Deputy Safeguarding Leads are:

Mrs Alphey [ruthalphey@rackenford-primary.devon.sch.uk](mailto:ruthalphey@rackenford-primary.devon.sch.uk)

vacancy - tbc



## What specialist services are available within, or accessible to the school?

School based additional needs team:

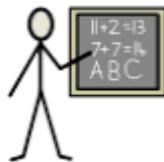
- SENDCo (Special Educational Needs and Disability Co-ordinator)
- SEND Administrator
- Teaching Assistant team

The team has extensive training, knowledge and experience in working with a wide range of students and their differing needs.

These are examples of external services we access:

- Early Years advisory teacher / consultant

- Nursery Plus support
- Early Years complex needs team from Honeylands, Exeter
- Educational Psychologists
- NHS Speech and Language Therapists
- Advisory Teacher: Speech and Language/ Communication and Interaction
- Advisory Teacher: Hearing Impairment
- Advisory Teacher: Visual Impairment
- Advisory Teacher: ICT needs
- Advisory Teacher: Specific Literacy Difficulties
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- School Nurse
- NHS Therapy Services, including Occupational Therapy and Physiotherapy
- Bereavement Counselling (Balloons, Pete's Dragon)



## What training is available to staff supporting children with SEND?

Training for teaching children with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including:

- Specific Learning Difficulties
- Autism
- Speech and Language and Communication needs
- Social, Emotional and Mental Health

In addition, there is regular training in:

- Child Protection (Safeguarding)
- Disability Awareness
- Feedback and Marking
- Questioning
- Behaviour for Learning
- Learning to Learn

Individual members of the SEND team receive training in specialist areas where appropriate, matched to the current needs within the school. Relevant information is shared with staff. New members of staff undergo a thorough induction, to ensure that they are well-prepared for their new roles.



## How will I be involved in making decisions about and planning for my child's education?

We believe that parents/carers know their children best and it is important that all professionals listen and understand when concerns are expressed about their children's development.

At RPS, your child's class teacher is your child's champion and is your first point of contact, should you have queries, comments or concerns. The school SENDCo or the Head of School can also support you, should you need further support or advice.

In addition to the opportunities listed previously there are many other occasions to be involved in your child's education at RPS. These include:

- 'Meet the Teacher' sessions at the start of a school year
- Termly Parent evening meetings

We strongly encourage parents to be involved in their child's education and hope they will contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly.

## How will my child be included in activities outside the classroom, including school trips?

We expect all children to participate in enrichment activities and will endeavour to overcome any barriers to inclusion, working as a team with parents/carers and staff.



## How accessible is the school environment?

The school is accessible in a variety of ways for pupils and parents with additional needs:

- The School Reception, Hall and Class 1 is wheelchair accessible via a ramp at the school entrance. The other classrooms and toilet facilities are also accessible via the entrance at the back of the building.
- There is 1 disabled toilet within the main building – with toilet frames.
- Reasonable adjustments are made within classrooms when required – eg classroom furniture layout

- Curriculum is planned around an exploration approach to enable all pupils to participate and show their capabilities.
- Provision of ICT equipment to support access to the curriculum eg 4 sound field systems targeted to specific classrooms to support hearing impairments, laptops or ipads to support learning.
- After school provision is accessible to all children
- Extra-curricular activities are offered to all children, regardless of level of SEND need
- A quiet sensory room and access to quiet areas within classrooms are provided to support calming as needed.
- Trained staff in all four areas of the Code of Practice

RPS continues to review and improve the environment through the Accessibility Plan.



## How does the school support my child with transition, both into RPS and from the school on transfer to secondary school in Year 6?

### ***Transition into and within school***

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from preschool provision - as smooth as possible. We make transition booklets available for all children. For those with SEN, we can also arrange:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a personalised transition booklet.

Enhanced transition arrangements are tailored to meet individual needs through discussions with parents and appropriate other professionals.

### ***Transition to Secondary School***

Transition reviews for Year 6 pupils on a statutory plan (EHCP) are held, where possible in the Summer term of Year 5 / Autumn term of Y6. The Secondary School SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

A programme of additional transition visits for key pupils is set up to provide further support. Additional transition meetings are arranged as needed by the Secondary School, to enable parents to share concerns

and discuss plans. Pupil Passports are updated by class teachers, alongside the SEND Team where relevant, and all relevant documentation is shared with the SENDCo at the Secondary school to enable support to be planned.



## How are the school's resources allocated?

As a school SEND support is led by the Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Alphey, alongside Class-teachers and additional class-based Teaching Assistants (this number varies, depending on the number of pupils identified with high needs or with Education Health and Care Plans in school).

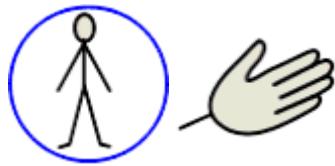
Our allocation of Teaching Assistant support is planned on a 'need' basis. We prefer not to allocate Teaching Assistants to individual students at a 1:1 level, as we want to teach our children the skills to develop as independent learners and ensure they are not becoming over dependent on adult support.

Where a child's needs has been identified by external professionals as requiring a significant level of 1:1 adult support, the SENDCo works alongside the school leadership team and other external agencies, such as the Devon 0-25 SEND Team, to secure the appropriate level of funding to enable this.

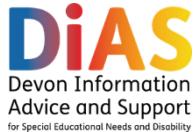


## How is the decision made about how my child will receive support?

The decision-making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of students with high needs / EHC Plans, discussed with parents at Annual Reviews. Where a pupil makes good progress, and bridges the gap, support may well be reduced and withdrawn from the SEN Register. When significant changes to provision occur, parents are automatically involved.



For additional information, advice and support, please use the following links:



<https://devonias.org.uk/>

01392 383080



For information regarding Special Educational Needs and Disability, you can contact the 0-25 Special Education Needs Team by telephone on 01392 383000 or visit the local authority's local offer webpage at:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>



For Early Help updates, information and Right for Children queries, visit the Devon Children and Families Partnership webpage for further information:

<https://www.dcfp.org.uk/early-help/>