

## Rothwell Schools SEND Information Report

### Purpose:

Under the Children and Families Act (CFA) 2014 Section 69 schools have to publish a SEND information report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually. The required information is set out in the SEN Code of Practice 0 -25 Years.

### Key information:

<b>SENDCo</b>	Mrs C Fallady
<b>Inclusion Administrator</b>	Miss S Wallace
<b>Contact number</b>	01536 906699
<b>SEN Governor</b>	Mrs C Fairbairn
<b>Executive Headteacher</b>	Mrs M Barker
<b>Local Offer</b>	<a href="#">Local Offer - Local Offer - North Northamptonshire</a>

Rothwell Schools is made up of both Rothwell Victoria Infant School and Rothwell Junior School. We are a large school (4 form entry) with a nursery. The SENDCo, Inclusion Administrator and Executive Headteacher work across both schools.

There are no specialist units within our school.

The school uses its best endeavours to meet the needs of all children with Special Educational Needs and/ or a disability in consultation with parents, the Local Authority, as well as specialist agencies from health, education and social care. However, Rothwell Schools acknowledges that a mainstream primary school, with large classes may not always be the most appropriate setting for some children with severe and complex needs. For these children the school will work with the Local Authority, parents and the child (where appropriate) to access a full or part-time placement within a specialist unit or school, if it is considered better equipped to meet their needs.

### What should I do if I think my child has special education needs?

First, please discuss any concerns about your child's progress with their class teacher(s). They key staff you can also contact if you think your child has Special Educational Needs are: - Mrs C Fallady (Special Educational Needs Coordinator

### What do I do if my child already has special educational needs?

If your child has an Educational Health Care Plan, we will have an annual review. The SEND Code of Practice 2014 focuses on outcomes for young people and engaging parents, families and carers. At the Annual Reviews and through SEND discussions, we will be actively seeking your views to contribute to improving outcomes for your child. If your child does not have an Education Health Care Plan, we offer SENCo drop ins termly so that you can discuss your child's progress. Individual Educational Plans (IEPs) are also shared with parents and children.

### **How does the school know if pupils need extra help with their learning?**

The Rothwell Schools firmly believes that each student should be given equality of opportunity to achieve their full potential – academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum, which is relevant to their educational needs. We aim to ensure that: -

- Pupils with Special Educational Needs and / or Disabilities (SEND) are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach their full potential.
- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014). We believe early identification is key.
- Parents / carers and pupils are fully involved in the identification and assessment of SEND, and we work in close partnership with all agencies concerned, using a multi-agency approach.
- We meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, but the most efficient use of available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in our school

The school's provision for SEND is defined as support which is additional to or different from that which is available for all pupils.

At The Rothwell Schools, we recognise that students make progress at different rates. Therefore, pupils are identified as having SEND in a variety of different ways: -

- Liaison with previous school or setting (where appropriate)
- The pupil performing significantly below expected levels for a sustained period of time –
- Concerns raised by parent / carer
- Concerns raised by teacher through our referral system
- Information from external agencies such as Speech and Language Therapy (SALT), Occupational Therapy (OT), Community Paediatrician and Child Adolescent Mental Health Services (CAMHS).
- A diagnosis with a specific need – ADHD, ASD, Dyslexia, Dyspraxia etc. - If a pupil is identified as having SEND then their name will be added to the SEND register initially under the category 'K' so the teachers are aware and can

support them. But we recognise that pupils needs may change over time and provision may reflect this.

### **What are the categories for SEND?**

There are four types of Special Educational Needs (SEN) as describe in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

### **How will the school support my child?**

All class teachers are responsible for the outcomes of pupils in their lessons. They are responsible for high quality teaching and learning and making the curriculum accessible to all pupils. Teaching staff will receive ongoing training about strategies to support learning.

The SENDco will ensure that:

- All relevant information is communicated to those working with the individual child
- They provide advice, strategies and resources so that teachers are equipped in meeting those needs.
- Interventions are timetabled so that children receive the support they need
- There are a variety of academic interventions offered to support pupils
- There are a variety of social, emotional and mental health interventions provided by the school to support pupils
- Parents/Carers are kept informed of any changes to the provision that is in place for their child.
- Parents and carers have the opportunity to attend meetings at least termly, with the SEN team, so they can discuss their child's progress
- Cycles of assess-plan-do-review are completed
- Additional funding is applied for, as and when needed

The following types of additional support are available, all dependent on need:

- Use of visuals in the classroom to support understanding
- Use of scaffolds to support learning
- additional adult support in the classroom
- Pupils with an Education Health Care Plan (EHCP) will receive bespoke support and intervention according to their needs.
- Intervention from external agencies depending on need provided by: Educational Psychology/ Speech and Language Therapy/ Specific Learning Difficulty Teacher / Sensory Support Service/VI and HI support.

### **How are the school's governors involved and what are their responsibilities?**

A report will be sent to the governors annually to inform them about the outcomes of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times. The SEND governor is Mrs C Fairbairn.

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

All class teachers are responsible for planning lessons that are accessible and adapted for all learners. Pupils are entitled to participate in all areas of the

curriculum, and it is the class teacher's role to adapt resources and lessons to ensure the student can access the learning. The SENDCo will advise teachers about strategies and resources to use to support with adaptation.

### **How will I know how my child is doing and how will you support me to support my child's learning? What opportunities will there be to discuss my child's outcomes?**

We offer an open-door policy where parents/carers are welcome to meet the SENDCo or Pastoral Team and discuss how your child is progressing. Parents/carers can contact staff members by calling the school on 01536 906699. Staff may communicate with parents by face to face meetings, telephone or email. Teachers offer two parents evenings a year and write a report detailing your child's progress. The SENDCo also offers termly drop in sessions. If your child has an Education Health Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year. The Annual Review is organised by the SENDCO. Parents/carers, students, staff, and any outside agencies involved with the student attend the review. At the annual review the student views are shared, long term outcomes are evaluated, and next steps agreed, in some cases the local authority may be invited to attend.

### **How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all pupils' outcomes throughout the year. At The Rothwell Schools monitoring progress includes:

- Termly data collection, from all teachers, showing the current level of attainment of all the students they teach.
- In-class additional support is reviewed half-termly by the SEND Team. Adjustments to support are made if necessary.
- Teaching and learning is observed by senior leaders and line managers as part of the school's performance management system.

### **What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?**

Students who need support with their social, emotional and mental health have safe spaces they can access, when needed. The SENDCo timetables support available and ensures that those who need specific interventions, eg. Drawing and Talking, receive it. If a pupil is unwell during the school day, then they will contact the school office. If the pupil is too ill to stay at the school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. In a medical emergency, appropriate emergency procedures will be followed. Staff are made aware of pupils who have severe allergies or other significant health/medical needs throughout the school year, and each child has an individual care plan.

### **What SEND training have the staff had or are currently having?**

The SENDCo holds the SEN accreditation. All staff have had CPD in line with the SEND Code of Practice 2014. There is an on-going rolling programme of professional

development for our staff, throughout the school year. SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organised in accordance with the needs of the pupils.

### **How will my child be included with activities outside the classroom, including trips?**

School trips are part of the school curriculum, and we aim for **all** pupils to be included on trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include advice from the SENDCo where relevant.

### **How accessible is the school environment?**

The schools are split over two sites. The site has been adapted so all areas can be reached via permanent ramps, meaning the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility. Both sites have a disabled toilet. Where we need to make adaptations to our environment, we seek advice from professionals, eg. The Occupational Therapy team.

### **What happens if my child joins mid-year?**

We will communicate with the previous setting and ask for any information to be sent over. This will be shared with relevant members of staff. We will also speak to parents to establish a relationship. For those who need it, a transition timetable will be created to ensure a successful move of schools. The SENCo will be available to meet if the parents/carers require this.

### **What happens if my child joins another school?**

The new school makes a request for information and the student's file is sent to the new school. Staff from both schools may also liaise regarding SEND needs.

### **How are the school's resources allocated and matched to my child's need?**

Using available resources and the funding available, we ensure that reasonable adjustments are put in place for pupils with SEND to allow them the full opportunity to be included in all areas of school life. The budget is allocated on a needs basis with funding directed towards support and interventions which make the most impact on each individual pupil.

### **How is the decision made about the type and how much support my child will receive?**

Our SEND provision is inclusive, and we believe that pupils should be supported to access learning by means of adaptation. This could be adapted by adult support in class, resources or equipment. Some students may require specialist support. There are three waves of support:

- Wave 1: All pupils will receive quality teaching and learning in all lessons - responsibility for identifying and managing low attainment and learning gaps lies with the class teacher (all learners have this entitlement). All intervention comes within the classroom e.g. use of reading rulers, use of visuals, slides printed etc.
- Wave 2: Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the

well-differentiated curriculum offer for all pupils in the school and will therefore be identified as having a special educational need as defined by the SEN Code of Practice 2014. Learners continue to receive Wave 1 support from their class teachers in lessons, but with additional intervention away from the classroom.

- Wave 3: A small number of pupils may need support which requires a more individualised and specialist programme of support. In this instance the school will follow the statutory procedure for requesting a statutory assessment which may result in the writing of an Education Health and Care Plan. The school will ensure that pupils with Education, Health and Care Plans and those with a statement of educational needs, dating from before January 2014, will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.