Rudgwick Primary School
SEND Annual Information Report (June 2020)

Rudgwick Primary School is an inclusive mainstream school, which welcomes everyone. Our aim is to be a school community where everyone is inspired by a love for learning, is supported and encouraged to believe in themselves and is enabled to achieve success.

At Rudgwick Primary School the provision for children with a Special Educational Need and/or Disability (SEND) is an integral part of our school ethos. We acknowledge that a child may need additional or different support from that given to others of the same age, at some stage during their school career. We aim to enable all children to succeed academically, emotionally and socially in a caring, supportive and inclusive environment.

This SEND Information Report is written in line with guidance from the SEND Code of Practice 2015.

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability at Rudgwick Primary School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The kinds of Special Educational Needs provided for at Rudgwick School

We have defined Special Educational Needs using the 2015 SEND Code of Practice (CoP), which says that:

> '*A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*'

At Rudgwick there is a range of SEND found within the following areas of SEN:

a) Communication and Interaction
b) Cognition and Learning
c) Social, Emotional and Mental Health difficulties
d) Sensory and/or Physical needs

Where possible, and resources have allowed, we have provided additional to, or different provision from that which is generally made for most children in school.

Policies for identifying children with SEN and assessing their needs

You can find our SEND policy here:
https://www.rudgwick.w-sussex.sch.uk/s-e-n-d

In line with the SEND Code of Practice 2015, we use a graduated approach to identify and assess pupils' needs, applying an 'Assess, Plan, Do, Review' cycle. We have intervened quickly to adapt classroom teaching, or provided extra support where required, whilst gathering assessment evidence. Our graduated approach has used three levels of support: Wave One, Wave Two and Wave Three.

1. Wave One (Monitoring)

The progress of every child has been monitored half-termly by their class teacher, and the Senior Leadership Team (SLT), and where a child has not made progress in spite of good 'Quality First Teaching', they have been discussed with the SENDCo and a plan of

action has been agreed using Wave One strategies. Examples of Wave One support might be: visual prompts or support, a writing slope, personalised word lists, or a specific reward system.

As well as teachers providing Wave 1 provision for a pupil, parents can ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all. Frequently, the concern can be addressed with 'Quality First Teaching' and/or some parent support e.g. suggestions for home learning. Otherwise, the teacher and SENDCo have worked with parents and pupils to review the situation and take further action, which might include Wave Two support or placing the pupil on the SEND register.

2. Wave Two (Additional Needs)

Class teachers are continually aware of children's learning: If they have observed that a child, as recommended in the Code of Practice, has made less than expected progress, given their age and particular circumstances then Wave Two provision has been implemented. Less than expected progress is characterized by progress which:

a. Is significantly slower than that of their peers from the same baseline.
b. Fails to match or better the child's previous rate of progress.
c. Fails to close the attainment gap between the child and their peers.

Some children are identified as having additional needs, which means they require short-term extra support in order to boost progress. These interventions are called Wave Two and are additional to whole class Wave One teaching. Progress in these interventions is monitored through entry/exit assessment. Examples of Wave Two interventions include: Read Write Inc. phonics tutoring; Jump Ahead; Lego groups; Narrative Language; Precision Teaching; Maths Mastery.

Wave 3 (SEN Support)

Children identified as having Special Educational Needs are provided with intervention at Wave Two, or more personalised support referred to as Wave Three, in addition to continued classroom support & QFT: Wave One. Wave Three support often includes specific targets from an Outside Agency e.g. Speech and Language Therapy.

The class teacher and parents review pupils' progress and response to the wave of provision, termly. The SENDCO attends termly meetings of children on the SEN register. (If a child has an EHC Plan, there is also an Annual Review held with professionals and parents.) At the termly reviews, it is then decided upon the level of need and support for the following term, or whether a child is removed from SEN Support. A child's response to additional support has helped to identify their SEN. A range of assessments have been used, including: progress data, observations, standardised tests, assessment of the child's response to extra support and the views of both parents or carers, and the child. Following consultation with parents, advice has also been sought from Local Authority agencies including the Educational Psychologist, the Ethnic Minority and Traveller Achievement Service, the Learning Inclusion Advisory Teacher team (learning or behaviour), the Social Communication Team. As well as,

the Speech and Language Therapy service, School Nursing service, Child Development Centre, Child and Adolescent Mental Health Service (CAMHS).

Enquiries about an individual child's progress are firstly addressed with the child's teacher. The school has an 'open door' policy and teachers have been available to meet with parents to discuss concerns. Other enquiriescan be addressed to Mrs Sharon Mellors (SEND Co-coordinator), email: office@rudgwick.w-sussex.sch.uk.

Alongside the SENDCo and the Senior Leadership Team, the School's Governors assist with the monitoring of the SEND provision. Our SEND School Governor is Mrs Joy Rolland.

Arrangements for consulting parents of children with SEN and involving them in their child's education

We have a positive and transparent relationship with all of our parents. The school is proud of the 'open door' policy which is maintained at Rudgwick Primary School and ensures that we are available to meet with parents as soon as any concern arises. If a child has experienced difficulties, parents have been informed either at termly parents' meetings or during informal meetings to discuss the child's progress. The class teacher or SENDCo have always informed parents, if a child has been identified as having additional needs, and required some support in their learning.

Once a child has been identified as having a SEN, the class teacher and SENDCo will invite parents to school to:

- Let them know that that their child is being placed at SENS.
- Discuss any assessments, strengths and difficulties relating to their child.
- Share and contribute to an Individual Provision Map for the next term.

This is part of the graduated approach and cycle of 'Assess, Plan, Do, Review', required in the Code of Practice 2014. Depending on their age, interest and parental preference the child has been invited to attend all or part of this process. Records are kept of these meetings and are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Arrangements for consulting children with SEN and involving them in their education

Pupils are involved in the learning process at all levels e.g. through feedback and responses to teachers during live marking; awareness of their literacy and maths targets, self-assessment and reflection of their learning. Pupils are invited to comment regarding their provision and on their Individual Provision Maps. All pupils have produced a one-page profile, which identifies their strengths, interests, what they enjoy about school, what they find challenging and what helps them to achieve.

Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities to work with parents and young people as part of this assessment and review

The class teacher reviews the child's progress every half term. Pupil progress meeting are held every term with the class teacher and SLT. Parents are invited to SEND parent meetings every term with the class teacher and SENDCo.

An Individual Learning Plan (ILP) is produced, for each child on SEN Support or with an EHCP, the plan records specific and challenging outcomes or targets for the child to achieve in a term. Personalised provision is recorded on this plan and the day-to-day implementation of this plan is the responsibility of the class teacher who has worked closely with support staff to record progress towards targets and outcomes during the term. After the initial ILP has been discussed with parents they are invited by letter to come into school to be part of the consultation and review process and the start of each term. There is also an opportunity to discuss their child's ILP at termly parents' evenings.

When an outside agency e.g. Educational Psychologist, speech and language therapist is involved with a pupil the SENDCo has always involved parents in the process. The SENDCo ensures reports or assessments are copied to parents and teachers. Advice and suggestions from outside agency advice is incorporated as outcomes or targets on the child's ILP.

Arrangement for supporting children and young people in moving between phases of education. Preparing for adulthood.

Our transition arrangements at Rudgwick School are as follows:

a) Transition into school

We have acknowledged that children and parents sometimes find transition into a new school or a new class quite challenging, and this can be particularly so for parents of pupils with SEND; this process can also be difficult for the children themselves. School has provided support including:

1. Prior to entry to school – meeting(s) for new parents attended by class teachers, support staff and/or SENDCo to inform support and transition
2. Meetings with SENDCo / class teacher and parent as required.
3. SENDCo and class teachers visiting pre-school settings
4. SENDCo liaising with outside agencies.
5. Additional visits to school as required for parents and pupil.
6. 'Buddy' system for pupil in new class
7. Records from previous school to inform support and transition

b) Transition within school:

1. Additional visits to new classroom.
2. As necessary, a transition booklet for the pupil, with photographs of new class / key people.
3. Individual Profiles to pass from class to class as well as transition handover sheets.

c) Transition within secondary phase:

1. The transition Annual Review Meetings for Year 6 pupils, are held in the Spring or Summer Term of Year 5 and Secondary school staff have attended.
2. Secondary SENDCo meeting held with Year 6 class teacher and SENDCo
3. A programme of additional visits arranged to the Weald secondary school, for pupils.
4. Transition support group with the Learning Mentor during Year 6 Summer term.
5. Booklets to support transition.
6. Social Communication team's 'Enhanced Transition package' has been used for a specific pupil.
7. ILP targets include aspects of preparing for adulthood, for example working independently and organising themselves.

Approach to teaching children with SEND

We believe that all children learn best when they are included with the rest of their class. Our aim is for all children to be working independently in class reaching their full potential. All children, including those with children with SEND, are taught by their teacher as well as being supported by teaching assistants: Teachers spend time each day, working with all children with SEND. We use the Quality First Teaching strategies to ensure all learners are successful in the classrooms.

Allocated additional teaching assistants have supported children, with the focus on outcomes. We have allocated sufficient adult assistance to enable each child to reach challenging targets without developing a learned dependence on adult support.

We have high expectations for our children with SEND, and targets for children at SEN Support are set to be challenging in an attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps and are therefore used as a strategy in class. The class teachers have monitored interventions and pupil's progress towards set objectives, which are reviewed. The SENDCo, worked alongside the class teacher, monitored overall progress following completion of the intervention. A decision was made as to whether to continue, change or cease the intervention according to the child's progress against targets set.

How adaptations are made to the curriculum and learning environment

We are committed to providing a learning environment that allows all children full access to all areas of learning. All of our children access the full National Curriculum, and we have recognised achievement and expertise in all curricular areas. As part of general class differentiation, curriculum content and ideas are made more accessible. This accessibility has been made possible by skilled support, effective use of scaffolding as well as provision of visual, auditory, tactile and concrete resources. We make reasonable adjustments to ensure all children are included in all opportunities and experiences within school and on visits

outside the school, wherever possible. Reasonable adjustments are used in the classroom where appropriate for individual children including:

- appropriate seating for children with visual or hearing difficulties
- visual aids
- table top literacy and maths visual resources
- concrete maths resources
- use of coloured backgrounds on computer screens and interactive whiteboard
- use of coloured paper or overlays
- use of technology including reading and spelling computer programmes and to provide alternative means of recording
- additional time to process information
- writing slopes and/or pencil grips
- timers
- graduated approach to expectations

Rudgwick Primary School is a disability friendly school. The school building is one level; we have two easy access toilets. The school has a hoist and disability bed. We have found that no additional adaptations to the building are necessary for children or stakeholders with disabilities.

All our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards conditions as dyslexia, dyspraxia, dyscalculia, ADHD, and ASC. All staff have completed communication friendly classroom training. The school holds the Bronze Autism Aware Award and is working towards the Dyslexia Aware Award.

The expertise and training of staff to support children with SEND; and how specialist expertise is secured

All of our teachers are trained to work with children who have SEND. All teachers have accessed advice, information, resources and training to enable them to teach all children effectively.

We incorporated SEND training into our whole school staff-training and school development plan. The SENDCo has delivered training and offered advice in school, as well as sharing resources and disseminating information relating to SEND issues. The school has also accessed training from the Learning and Behaviour Advisory Service.

This year's training for school staff has included: Maths Mastery; Sensory Processing Difficulties; Autism Aware; Dyslexia; Communication Friendly Classrooms; Quality first teaching and Emotional Health and Well-being and Bereavement. The SENDCO has attended Autism Aware training; a sensory processing conference; Therapeutic Approach to Behaviour Management; Developing vocabulary and Dyslexia Aware. We have a new ELSA who begun her training in September.

Evaluating the effectiveness of the provision made for children with SEN

The class teacher reviews children's progress every half term, supported by the Senior Leadership team. The Senior Leadership team monitored the overall effectiveness of provision and the impact on the children's learning in the classroom. Additional provision was adapted in light of this review process. The SENDCO reports to Governors twice a year.

How children with SEN are enabled to engage in activities available with children in the school who do not have SEN

All of our children have equal access to lunchtime clubs, after school clubs and support activities, which developed engagement with the wider curriculum. Where necessary, we have made accommodation and adaptions to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and all children are included. No child was excluded from an educational visit and residential visit because of SEN, disability or medical needs.

Support for improving emotional and social development

The school variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties, including:

a) The school behaviour policy outlines the positive approach taken towards behaviour in the school. This policy gives all staff clear and graduated guidelines to ensure a consistent approach, although reasonable adjustments are made to accommodate individual needs.

b) Values were taught through assemblies, circle times and the PSHRE curriculum. Star awards are linked to the values for that term.

c) The ELSA (Emotional Learning Support Assistant) is available to provide support for individual pupils or small groups on varied barriers to learning. Children are identified by class teachers who complete a needs assessment form.

The school council provides a way for pupils' voices to be heard. All children are able to put themselves forward to be a 'Young Governors' representative for the year. In addition, all members of staff including our head teacher, class teachers, learning support assistants and the SENDCo are always available for pupils who wish to discuss issues and concerns.

At Rudgwick, we recognise that children with SEN may be vulnerable and are potential victims of bullying. The behaviour policy explains the school's zero tolerance approach towards bullying. At Rudgwick we take a proactive stance to ensure that any reported incidences of bullying were dealt with quickly and effectively. We actively investigated all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying. Pupils with SEND are supported to access systems in place, e.g. bullying cards / worry box, to address bullying concerns as soon as possible. This year, whole-school activities were organized to raise awareness of national anti-bullying campaign.

If parents and school have been concerned that the child may have mental health needs school would 'signpost' parents to their GP or the School Nurse for a possible referral to an appropriate health professional. If the child was felt to have long term emotional or mental health needs – for example with anxiety or anger management – the school would offer a range of interventions to develop social skills or emotional resilience.

During the Coronavirus pandemic all staff have accessed mental health and bereavement training. The school risk assessed vulnerable children and those with EHCPs. The SLT made regular telephone contact with children considered to be vulnerable, notes were made on the system to allow all SLT to be up to date. The behaviour policy was updated to reflect the need to social distance. A number of resources were collated and saved on the school server for staff to access when planning for children returning to school.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of children with SEN and supporting their families

The school liaised with the school nursing service and sought advice regarding children with medical needs and with referral to the Child Development Centre, CAMHS and other health bodies. The school also referred individual children to the Occupational Therapy service.

We provided links for children and their families to social care bodies such as Young Carers and Early Help.

Referrals for individual children were made to the Educational Psychology team; Ethnic Minority and Traveller Achievement Service; Learning Inclusion Advisory Teacher team; Speech and Language Therapy team; and the Social Communication team.

Arrangements for handling complaints from parents of children with SEND about the provision made by the school

The school worked in partnership with parents to ensure a collaborative approach in meeting pupils' needs. All complaints would be taken seriously and are heard through the school's complaints policy and procedure. If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo, Sharon Mellors via the school office, office@rudgwick.w-sussex.sch.uk.

West Sussex Local Authority Local Offer:

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found at localoffer@westsussex.gov.uk

The Weald SEND Alliance:

The school is a member of the Weald SEND alliance. SENDCOs from Billingshurst, Pulborough and surrounding areas meet termly and attend training together.
http://wealdsendalliance.org.uk/

Equal Opportunities:

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

Please also refer to our Learning Policy, SEND Policy, Single Equality Policy and Accessibility Plan.

This SEN Information Report will be reviewed annually (or sooner in the event of revised legislation or guidance)	
Date: June 2020	Review date: June 2021

Provision Offered to SEND children during COVID lockdown & self-isolation

The DFE guidance of Jan 14th 2021 states that: *We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level*
of need. For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

At Rudgwick we offer daily Google meet check ins with the class teacher to talk through the work that day. Work is sent out every day on Google classroom and organised into English, Maths and Foundation files. The families are used to using Google classroom for homework and parent's meetings. Daily work includes worksheets, pre-recorded PowerPoints, pre-recorded stories & activities. Work is differentiated according to children's needs and ILP targets. There is a balance between screen based activities and paper based ones. Lessons are pre-recorded to allow the children to pause and rewind and to take their time. The workload is realistic and allows families to give their children all important movement breaks. Explanations are given in both verbal and written form.

Families have regular contact with school via telephone conversations. The SENDCO is on hand to help with further support and strategies that may help with their child's learning. We are able to offer print outs and work books for those children who need it. We have provided laptops and broadband support to families identified by the staff.

The school is open for children who have an EHCP and a detailed risk assessment, along with an assessment of the EHCP provision is completed with the families and SENDCo. If it is agreed that the child's needs can be met at home then additional support can be discussed with the families and any outside agencies involved in the EHCP. Children with EHCPs will get additional contact from the class teacher, teaching assistant and SENDCo.

There are additional resources available on the website, along with mental health guidance and links for support. At Rudgwick Primary School we have a strong connection with our families and a good network of communication within the staff team. To ensure all children are supported, vulnerable children are discussed at daily SLT meetings.