Special Educational Needs School Information Report "What we offer"

This is our Special Educational Needs School Information Report - it outlines what we offer for children and young people with special educational needs and disabilities (SEND) in our school.

Please also refer to our SEND policy and our Accessibility Plan.

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How do you teach children with special educational needs and disabilities?

We plan all our lessons carefully and make sure that the learning and activities are modified and appropriate for all the children in the class. For example, we may scaffold writing tasks by sometimes giving sentence starters, key words, using technology or have a pattern to follow. All our children follow the national curriculum but, if appropriate, we will adapt the curriculum to suit individual children so that they can make progress from their different starting points.

We will always adapt the learning environment to enable learners to access the curriculum. For example, if a child has a sensory impairment we will work with specialist agencies to ensure we are doing all we can to make reasonable adjustments so that all learners can learn.

We are fully aware that some learners have sensory needs and we have breakout areas in the school that are accessible whenever it is needed. If a child has a particular sensory need we will work carefully to enable a varied, individualised sensory diet to ensure regulation throughout the day. We are proud of our daily sensory circuit and reading corners in each classroom with soft fabrics and cushions.

We are aspirational about all our children. We aim for ‘quality first teaching’ in all our classrooms which is a particular way of planning and teaching that means the lessons are adapted, modified and structured as much as possible to suit all the learners.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN. SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs. SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you decide a child has special educational needs or disabilities?

Class Teachers, Learning Support Assistants and the Leadership team at Rayleigh Primary School closely monitor the progress of all our children. This information will often be the first step in identifying if a child may be having some difficulties. If a child is not making as much progress as expected, or is finding it difficult to understand and process the world around them, the class teacher will first adapt their teaching to see if this helps the child make progress as well as using focused intervention. The class teacher will share these concerns with the Senior Leadership Team at Pupil Progress Meetings that are held throughout the year and will seek advice from our SENCo who is available for advice at any time.

The class teacher will contact the child's parents/carers to discuss any concerns or difficulties and the school will work closely with the parents/carers to work out the best way to support the child and identify any specific needs.

Other assessments such as the WellComm Assessment for speech, language and communication needs, York Assessment of Reading and Comprehension and Sandwell Numeracy Test may be used to help make a decision about whether a child has special educational needs. With the agreement of the parents/carers, the school may seek specialist advice or assessment, or the school might recommend that parents/carers speak to a medical professional. This might happen for example if the school is concerned about a child's hearing or social and emotional development. Parents/carers can raise concerns with their child's class teacher or SENCo.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.' SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'
SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What support do you offer children with special educational needs or disabilities?

At Rayleigh Primary School, we have a variety of different programmes and interventions that will help children with SEND make progress. For example, we use WellComm for children who need extra intervention with speech and language.

We have access to advisory specialists such as Speech and Language Therapists and Occupational Therapy support and we will make referrals to these professionals when required.

We will always signpost parents and carers to local support groups and courses that are relevant. We offer more regular review meetings for parents and carers with children with SEND. These are led by class teachers and our SENCo will be available if required.

We ensure our learning environment is as accessible as possible for children with sensory needs. For example, if a child came to our school who had a visual impairment, we would liaise with the appropriate professionals to ensure we are accessing and using the right equipment.

For children with communication difficulties such as autism we will run interventions such as Attentional Autism and Musical Communication, use visual aids and put in additional support to help the child negotiate their way through the school day. This might take the form of using social stories, a visual timetable or a daily

‘check-in’ with a trusted adult.

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How do you make sure children with special educational needs and disabilities succeed?

Quality first teaching will be provided to all pupils. The class teacher will continually review progress through both formative and summative assessments (everyday class work and short tests) and the leadership team will look at progress data to identify, as quickly as possible, any children who are not making expected progress.

Parents are informed of the progress their child is making through parents’ evenings, meetings and school reports. Where a class teacher has concerns about a child’s progress, the parents will be informed and in the first instance some extra, targeted support in class may be provided.

Where progress continues to be limited, more individualised support may be provided. The class teacher in conjunction with the SENco writes all additional support and intervention plans (ASIs) and these documents are always written with input from the parent and the child (known as parent and pupil voice). Targets and programmes of work are planned around discussions with the parents, the child, class teachers and relevant professionals so that they match the specific needs of the individual child.

The governor for SEND will request information on a regular basis on the progress and challenges for children with SEND and what the school is doing to address any difficulties.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.
SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children with special educational needs and disabilities?

We have excellent outdoor facilities that are accessible and offer a range of different physical and sensory experiences. If a child needs a specific sensory diet we are able to incorporate this into their school day.

All unstructured time (break times and lunch times) is supervised by adults who facilitate games and activities. We have technology in every classroom.

We would consult with specialist advisors if a child came to us with a sensory impairment (e.g. hearing or sight impaired) and we would employ alternative communication methods accordingly within the means available to the school.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'
SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

At Rayleigh Primary School all our teachers undertake training throughout the year. This will include 'in-house' training where we support each other in developing our practice as well as training provided by our Essex Inclusion Partners and Educational Psychologists and from our leadership team in areas such as monitoring, assessment, multi-sensory learning, developing learning habits in our children, adapting the curriculum, safeguarding and quality first teaching.

Our Learning Support Assistants are developing expertise in specialist areas such as delivering certain interventions and screening assessments, and specific areas of needs such as supporting young children with speech, language and communication needs.

The school also has access to specialist teachers, advisors and professionals, and the school will request specific support and advice as and when required.

What the legislation says...
SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:
o awareness (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
o enhanced (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and o specialist (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)
SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.

How do you support the wellbeing of children with special educational needs and disabilities?

Rayleigh Primary School is a nurturing school that works hard to build strong relationships between all members of its community. Younger children interact daily with the older children and our staff team work hard to get to know the children they work with. We aim to have a 'low arousal' environment with calm and quiet transitions and days that are structured and safe. We use the Zones of Regulation in all year groups to support identifying and processing feelings.

The topic of bullying features explicitly within our curriculum and our relationships curriculum explores healthy, positive and safe friendships. We make time throughout the school day for children's needs to be met on an individual basis and will arrange interventions such as Lego and Play Therapy to support children who need enhanced provision. We have a clear behaviour policy and we work hard to support behaviour in a positive way with individualised reward systems. Any child who struggles to learn and display positive behaviours in school will have a structured plan with support embedded to ensure that they are helped to access their learning and learn to enjoy school. If a child continues to struggle despite this additional support then the school will seek specialist help and draw up a behaviour support plan.

If a child has a specific health care need, the SENDCo will draw up an Individual Health Care Plan with input from the parents/ carers and the school nurse when appropriate.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'
SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child needs specialist equipment, service or support?

If a child needs specialist equipment that is necessary for them to access, the school and make progress in their learning then we will do all we can to put this provision in place. For example, if a child with a physical difficulty needs additional handholds in certain areas of the school such as a toilet then we will do everything within our means to put the equipment in place.

We already have chromebooks in every classroom, devices available for individuals, and if a specialist recommends an increased use of a word processor to assist with writing then we will be able to provide access to this as often as is necessary.

Children with EHCPs will often have very clear provision and recommendations outlined in their Plan, and the linked professionals will also often be available to help the school with ensuring appropriate provisions are put in place. We will work closely with specialists to ensure all the provision is provided within the means of the school and the resources made available to it.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.
SEND Code of Practice 2014 4.35: 'The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child is doing well in school?

All parents and carers with children on the SEND register will have three opportunities to review their child's progress with their class teacher, and if necessary, with the SENDCo. We call these our Additional Support and Intervention meetings (ASI). We have our usual cycle of parents evenings - teachers are always available

to discuss any concerns or successes as often as is needed.

The leadership team monitors the progress of pupils very closely and whole class assessment results are discussed at pupil progress meetings. This will then inform any changes in provision or teaching practice. For example, a small group of pupils might receive more intense support in an area of maths if it is seen to be particularly difficult for them. Or an individual child might receive more one-to-one reading time with an adult to help with reading and speech and language.

As per the 'Assess, Plan, Do, Review' cycle as outlined in the SEND Code of Practice, if, after additional support and intervention a pupil continues to struggle, the school will seek further outside specialist advice and may apply for an assessment for an Education and Health Care Plan (EHCP). The School will always aim to do this in partnership with the parents or carers.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.
SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children can do?

We have regular local visits and educational trips which are for every child and, with the parent and carers' agreement, Rayleigh Primary School will make all reasonable adjustments necessary to ensure they are accessible for all. For example, if it is necessary for a child to get to the site in a car due to potential fatigue, this is a reasonable adjustment that we will put in place.

We also have trips further afield, such as a regular residential trip for pupils in Key Stage 2. We will plan carefully with the venues to ensure that our trips are accessible for all and, as long as it does not compromise anyone's health, wellbeing, or safety, we will make arrangements to ensure all can attend.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'
SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children moving on to their next school or setting?

The parents of every child who joins the school in EYFS are contacted and visits or transition meetings will happen before they start the school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special educational need or disability the SENCo will liaise with the child's previous setting in order to establish a smooth transition. Children who are moving on to secondary school will have the opportunity to visit their new school. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated.

For pupils with EHCPs, early review meetings will be held as is required and the SENCo of the proposed secondary setting will be invited to play a significant role in planning for the forthcoming transition and change in provision.

Our SENDCo will liaise fully with secondary settings and will, in most instances, meet with the SENDCo there in order to ensure a complete handover. Pupil and parent voice will be sought at every stage.

What the legislation says...
SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'
Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with the support in place for my child?

We have an open door policy here at Rayleigh Primary School where you can speak to the class teacher after each school day. Alternatively, please email the school office to ensure smooth communication between school and home.

We pride ourselves on our strong relationships with families in order to provide optimum support. The Essex local offer have an SEND Information, Advice and Support Service (SENDIASS) to support parents.

Rayleigh Primary School is part of Schools For Every Child Trust which has its own complaints policy that is available on our website. However, we strongly recommend that you raise any concerns as soon as possible with the class teacher or a member of our staff team.

Please see below for key contacts or call the school office for further information.

What the legislation says...
SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer must include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

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Who should I contact for more information?

The key people within the school to contact are:

- Your child's class teacher
- SENDCo and Head of School/ Assistant Headteacher, Mr Leeman
- Headteacher, Mrs Roberts

Please request a phone call or meeting via the school office.

Our school's governor with oversight for SEND is Mrs L Maughan.

Where can I find out more about what support there is for children and young people with SEND in the local area?

The local offer is where you can find information and support services for families with children and young people who have special educational needs and disabilities.

Home - Essex Local OfferEssex Local Offer