



## Rudgwick Primary School SEND Annual Information Report June 2022



Rudgwick Primary School aspires to be an inclusive mainstream school, which welcomes everyone. Our aim is to create 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 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 needs 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

Children may be on the SEN register for a short period or throughout a child's educational life. A child may be identified as having SEND before a child has even entered school or they may come to be recognised at a specific point in their education.

At Rudgwick we feel that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best, and
- become confident individuals living fulfilling lives.

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children and young people's SEN. (SEND 0-25 Code of Practice, 2015, p92)

### Policies for identifying children with SEN and assessing their needs

**How does the school know if children need extra help and what should I do if I think my child has special educational needs?**

**Talk to us** – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs and Disabilities Coordinator): Mrs Sharon Mellors.

Appointments can be arranged in person, by phone or by email.

The school **contact details** are: office@rudgwick.w-sussex.sch.uk; 01403 822151.

We are committed to **early identification** of special educational needs and adopt a graduated response (four stage process: Assess, Plan, Do, Review) to meeting them in line with the SEN Code of Practice 2015. A range of evidence is collected through school assessment and monitoring arrangements to establish how effective our support and intervention is. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school's SENDCO in order to decide whether additional or different provision is necessary.

When your child enters our school, their current attainment is assessed to give us a ‘baseline’ from where your child will progress. We always communicate your child’s attainment through parents’ evenings structured conversations and end of year reports or your child’s teacher may call an additional meeting if they have an area to discuss.

In addition to the usual assessment, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

If more detailed assessments of SEND area required, some of the methods are:

**Speech Therapy Assessments** – which may focus on sound production, language understanding, or other relevant assessments to your child’s needs.

**Education Psychology Discussions**

**Cognition and Learning Assessments** – these may include observations and assessments.

**On-going school assessment** - these assessments are comprehensive in all aspects of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments.

### **Social and Emotional Assessments**

**Additional assessments** relevant to your child's needs. Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels.

If you have a concern about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENDCO.

You can find our SEND policy here:

<https://www.rudgwick.w-sussex.sch.uk/s-e-n-d>

[Arrangements for consulting parents of children with SEN and involving them in their child's education](#)

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

Our Governing Body ensure that as a school we make appropriate provision for all pupils identified as having special educational needs. The named SENDCO for the school is **Sharon Mellors**. A member of the Governing body, **Joy Rolland**, takes particular interest in special educational needs, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs and for the publication of this report. Progress and attainment of children with SEND, as well as effectiveness of provision, is reported to Governors half termly by the Inclusion Manager.

The school may support your child in a variety of ways depending on their individual needs. The first way is within the class, where the class teacher will identify learning needs and support as necessary. Any additional provision may be through targeted small group work. The class teacher will create a Pupil Passport which records how best to support your child

in the classroom. A further level of provision may involve your child working individually with a member of staff to meet specific targets.

For children with the highest level of School Support or an Educational, Health and Care Plan, the class teacher, supported by the Inclusion Manager, will record any specific provision in place, learning targets and progress towards them on an Individual Learning Plan (ILP).

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 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 2015. 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

At Rudgwick Primary School we value the views and opinions of the children in our care. When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their ILP and Pupil Passport with them and make sure we celebrate their achievements with them, however big or small. We include them in the decisions that are made about the support they receive and encourage them to identify

the role they will play in achieving targets and success. For children with EHCPs we always share their views within the Annual Review process.

Pupils are involved in the learning process at all levels e.g. through feedback and responses to teachers during live marking; awareness of their learning targets, self-assessment and reflection of their learning. 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**

**How are the school's resources allocated and matched to children's individual special educational needs?**

The school receives money on an annual basis to support provision for special educational needs. This is based on the number of pupils on roll who are on the 'SEN register' and this varies from year to year. The money is allocated annually by the Governing Body when setting the school's budget. It is used to pay for staffing and resources which support children with special educational needs throughout the school.

On top of this resource, there may be additional funding from the Government and West Sussex County Council to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with an Educational, Health and Care Plan.

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

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENDCO will work closely with you, your child and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents.

The class teacher reviews the child's progress every half term. 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 to come into school to be part of the consultation and review process and the start of each term.

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.

**How will the school prepare and support my child to join the school and transfer to the next stage of education or life?**

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 setting to inform support and transition
8. Advice from West Sussex and PACT have supported a trauma experienced child.

b) Transition within school:

1. Additional visits to new classroom.
2. A transition booklet for the pupil, with photographs of new class / key people.
3. Transition handover meetings with enhanced transition for EYFS to year 1.

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 are invited to attend.
2. Secondary SENDCo meeting held with Year 6 class teacher and SENDCo
3. A programme of additional visits arranged to the feeder secondary schools
4. Transition support group with the ELSA during Year 6 Summer term.
5. Booklets to support transition.
6. Social Communication team's 'Enhanced Transition package'
7. ILP targets include aspects of preparing for adulthood, for example working independently and organising themselves.

### Approach to teaching children with SEND

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

We aim that every lesson is accessible to every child and moves their learning on. To unlock potential and remove barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies, where appropriate, to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning. In addition, the Governing Body, Head teacher, SENDCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.



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. All children, including those with SEND, are taught by their teacher as well as being supported by teaching assistants. 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 outcomes for children at SEN Support are set to be challenging in an attempt to close the attainment gap between the children and their peers. Evidence informed interventions are often crucial in closing these gaps and are therefore used as a strategy. The class teachers have monitored interventions and pupil's progress towards set objectives, which are reviewed. The SENDCo, worked alongside the class teachers, 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 outcomes set.

### How adaptations are made to the curriculum and learning environment

#### How accessible is the setting?

Our school has an Accessibility Policy which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all children, including those with physical and sensory needs, disabilities or where English is not a first language. We take reasonable steps to ensure that we do not treat disabled pupils less favourably, without justification, than pupils who are not disabled and through our Accessibility Policy we plan strategically to provide accessibility to the school premises and to the curriculum.

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.

**Rudgwick Primary School**

The school works closely with outside agencies to support children from minority groups such as children with English as an additional language (EAL).

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.

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
- writing frames such as the four questions from the narrative therapy programme
- graduated approach to expectations

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

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

### What training are the staff supporting children special educational needs having?

All our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENDCO or other staff with relevant expertise. Transition meetings for staff are held in July so that there is no break in provision.

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. The SENCOs and Inclusion Managers of each school within the Weald Locality meet together each term to share good practice and this is a strength of our group of schools.

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 take part in external awards such as the Autism aware Award and the Dyslexia Friendly School Award.

## Evaluating the effectiveness of the provision made for children with SEN

### How will I know how my child is doing and how will you help me to support my child's learning?

In addition to the regular parent meetings, you will be kept regularly informed of your child's progress by agreeing and sharing your child's Individual Learning plan with the class teacher. This will identify the next steps for your child to make progress and how you and the school and you can help them. Progress will be monitored and reviewed termly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, e-mails, telephone calls or meetings.

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 adaptations 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

#### What support will there be for my child's overall well-being?

We aim to develop children's emotional and social well-being in partnership with parents and carers. In some cases this may be provided by specialist support from our emotional learning support assessment (ELSA) **Miss Grace Gaynor** who supports parents and children in addressing the needs of learners who require assistance in overcoming barriers to learning in order to achieve their full potential. Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupil, and they are monitored and reviewed at agreed intervals.

The school offers a 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 Young Governors 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. worry monster, 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. All staff have accessed mental health and bereavement training.

**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**

**What specialist services and expertise are available at or accessed by the school?**

External support services play an important part in helping the school identify, assess and make provision for children with special education needs.

These include:

- Review meetings with the nominated Educational Psychologist for the school.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service.

- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the West Sussex Autism and Social Communication Team (ASCT)
- Advice and support from the West Sussex Learning and Behaviour Advisory Team (LBAT)
- Advice and support from Family Support Worker – Dedicated Schools Team - Early Help and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC).
- Multi-agency meetings (known as the Children and Young Person Planning Forum or CYPFF), with representatives from Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- Referral to the Pupil Entitlement Team.
- Ethnic Minority and Traveller Achievement Service

Before the school make any referral to a specialist service we will always gain your permission.

### **Who can I contact for further information?**

The first point of contact will always be your child's class teacher.

The SENDCO at this school is Sharon Mellors. She is available if further assistance is necessary.

If you have any concerns we are sure they can be addressed by one of the people named above. If you feel your worries or concerns are not being addressed then please refer to our Complaints Policy which can be found here:

[https://www.rudgwick.w-sussex.sch.uk/files/ugd/e6d290\\_79399c3ce13142f69a7c2658a5972cee.pdf](https://www.rudgwick.w-sussex.sch.uk/files/ugd/e6d290_79399c3ce13142f69a7c2658a5972cee.pdf)

[Arrangements for handling complaints from parents of children with SEND about the provision made by the school](#)

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- The complaint is dealt with by the class teacher. The complainant needs to feel that they have been listened to and that all points raised have been addressed.

- If the matter remains unresolved, the complaint is dealt with by the SENDCo or by a senior manager.
- If there is still no resolution the Head teacher should become actively involved.
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors or nominated Governor. It will then be investigated fully and a report will be written. If the complainant is still unhappy, a panel of Governors will investigate it further.
- If the complainant does not agree with the findings of the panel, they can contact the Department of Education. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: Exclusions Provision of education and associated services Making reasonable adjustments, including the provision of auxiliary aids and services

## West Sussex Local Authority Local Offer

### What is the Local Offer?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'.

The information in this report feeds into the West Sussex County Council's local offer which details support, opportunities and services available to children and young people in their area who have SEN. This can be accessed at [westsussex.local-offer.org](http://westsussex.local-offer.org).

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](mailto: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.

## 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.

This SEN Information Report will be reviewed annually (or sooner in the event of revised legislation or guidance)	
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Date:	June 2022
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Review date:	June 2023
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Our SEND, Inclusion, Accessibility, Disability Equality and Equal opportunities Policies are written and reviewed regularly and can be found in the policies section of our Statutory Information or by clicking on them below. These comply with the SEND Code of Practice: 0-25 years.