

# Special Educational Needs Information Report 2021 – 22

## Rowde Church of England Primary Academy

### **Our vision for learners with SEND:**

*We believe in preparing ALL learners at Rowde Primary Academy for their future in their time. We aspire to develop the full potential of every individual at the school. Having a focus on assess, plan, do, review, a graduated approach to support, is integral to our practice. High expectations and challenge, coupled with empathy and understanding will ensure that we foster a culture of aspiration and inclusion for children at Rowde Primary Academy.*

## What is an information report?

In line with the Special Educational Needs and Disability Code of Practice 2015, all schools have a duty to publish information on their website about the implementation of the policy for children with Special Educational Needs (SEN). Within this report, you will find information about the provision we offer to support children with Special Educational Needs or Disabilities (SEND).

<p><b>Who's who and what do they do? How do I contact them?</b></p>	<ul style="list-style-type: none"> <li>➤ Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available in the playground after school or may be contacted via their school email addresses.</li> <li>➤ Miss Alice Simpson is the Special Educational Needs Coordinator. Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance via email (<a href="mailto:asimpson@rowde.wilts.sch.uk">asimpson@rowde.wilts.sch.uk</a>), through the school office or on the playground.</li> <li>➤ Mr Jon Edy-Berry is the head teacher of Rowde C of E Primary Academy and also as previous experience as a SENDCo. He can be contacted via the email: <a href="mailto:head@rowde.wilts.sch.uk">head@rowde.wilts.sch.uk</a></li> <li>➤ We have a small team of teaching assistants who are trained to deliver a range of interventions and support programmes and who also support within classes.</li> </ul>
<p><b>How does the school know if my child needs extra help?</b></p>	<ul style="list-style-type: none"> <li>➤ On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within the lessons.</li> <li>➤ Children are assessed each term and their attainment and progress is tracked by the class teacher and by the head teacher.</li> <li>➤ If the class teacher has any concerns about a child's attainment or progress, he/she would make contact with the child's parents to discuss the best way to support the child.</li> <li>➤ Should concerns continue, the class teacher will discuss these with the SENDCo and agree the best way forward.</li> <li>➤ Following each data collection, the SENDCo will review the progress of children with SEND and decide on an appropriate course of action.</li> </ul> <p><i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN... Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> Para 6.23 SEND Code of Practice 2015</p>
<p><b>How does the school assess my child's SEN?</b></p>	<ul style="list-style-type: none"> <li>➤ If there have been ongoing concerns about a child's progress and/or development, the class teacher will consult with parents and the SENCO. If necessary, referral will also be made to the 'Wiltshire Graduated Response to SEND Support' (WGRSS) – this gives guidance regarding procedures and strategies and helps to inform decisions about how best to support the child's needs. Most children can be supported successfully at this level. A One-Page Profile may be written by the class teacher to outline how best to support the child, so that all adults are aware of their needs.</li> <li>➤ Additional assessment from the Acorn Education Trust SEND team or SENCO may be requested.</li> <li>➤ If necessary, the child may be added to the SEN Register at the 'SEN Support' level. A One-Page Profile will be written alongside a SEN Support passport to</li> </ul>



	<p>monitor progress against two specific targets per term.</p> <ul style="list-style-type: none"> <li>➤ In response to individual needs, a 'My Support Plan' may be written, so that progress can be closely monitored and additional support put into place as necessary. Throughout the process, parents will be consulted and kept informed.</li> <li>➤ Should the class teacher or SENCO have ongoing concerns, they may, with parental consent, refer the child to an outside agency who can support with the identification and assessment of individual needs.</li> <li>➤ Whilst most children will have their SEN needs met at 'SEN Support' level, a small number may require an Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.</li> <li>➤ Children who have an Education, Health and Care Plan (EHCP) will have a formal Annual Review Meeting to review progress and current needs as well as regular review of their individual termly targets.</li> </ul>
<p><b>What should I do if I think my child may have special educational needs?</b></p>	<p>We want to work closely with parents, so please:</p> <ul style="list-style-type: none"> <li>➤ make an appointment to discuss your concerns with the class teacher.</li> <li>➤ talk to your class teacher and describe your concerns and observations at parent evenings.</li> <li>➤ reach out to the SENDCo.</li> </ul>
<p><b>How will Rowde C of E Academy support my child?</b></p>	<ul style="list-style-type: none"> <li>➤ All children's progress is monitored throughout the year. Where needed, additional support is provided – this may be for a child far exceeding expectations, for a child with SEND or those children who need a 'boost' in a particular area.</li> <li>➤ The support may be provided in class from the class teacher or teaching assistant or may be provided via a withdrawal group working with a teaching assistant.</li> <li>➤ Interventions are regularly reviewed in order to ascertain the effectiveness of the provision and to inform future planning.</li> <li>➤ Resources to support emotional development may be used in lessons such as 5-point scales, calm down boxes or fidget toys.</li> <li>➤ Resources to support learning such as visual aids and checklists may also be used.</li> <li>➤ The Emotional Literacy Support Assistant (ELSA) is used to provide programs of support for identified children with social, emotional and mental health needs.</li> <li>➤ Rowde may also access alternative provision provided by Acorn Education Trust in order to help meet a child's needs.</li> </ul>
<p><b>How will I know how my child is doing?</b></p>	<ul style="list-style-type: none"> <li>➤ Parent meetings are held three times a year. All parents are invited to meet with the class teacher to review progress.</li> <li>➤ Parents of children receiving an intervention support programme at any point during the year are given information about the programme and how they may help at home. They will also be informed of the outcomes at the end of the intervention.</li> <li>➤ Meetings may be arranged with the class teacher at any point during the school year.</li> <li>➤ Parents will receive a full written report at the end of term 6.</li> </ul>
<p><b>How will the curriculum and learning environment be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>➤ High quality teaching, differentiated for groups or for individuals, is the first step in supporting pupils who have or may not have SEN.</li> <li>➤ Using assessment outcomes, challenging but achievable targets are set for each child.</li> <li>➤ Where necessary, specific resources and strategies are used to support children both individually and in groups. For example: laptops, visual timetable, writing</li> </ul>



	<p>frames, pencil grips, subject-specific teaching tools.</p> <ul style="list-style-type: none"> <li>➤ Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children without being overwhelming.</li> <li>➤ Children are encouraged to become independent learners and they are also encouraged to challenge their own learning by accepting differentiated learning tasks.</li> </ul>
<p><b>How accessible is the school environment?</b></p>	<ul style="list-style-type: none"> <li>➤ Nominated governors monitor health and safety procedures as well as the Accessibility Plan.</li> <li>➤ Our school is on the flat.</li> <li>➤ The school playground is on the flat.</li> </ul>
<p><b>How will the school help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>➤ Each academic year begins with a session which outlines routines and expectations for each class. Parents are invited to meet their child's teacher.</li> <li>➤ Parents are able to meet with the class teacher at any point during the year, as well as attend Parent Consultation Evenings, held 3 times a year. Please make an appointment with the teacher if there is something you wish to discuss in more detail.</li> <li>➤ If your child has a 'My Support Plan' or an Education, Health or Care Plan (EHCP), there will be regular review meetings.</li> <li>➤ Where outside agencies are involved (e.g. Learning Support Team, Speech and Language Therapists, Educational Psychologist) parents will receive copies of their reports and be offered the opportunity to discuss these with the SENDCo or agency staff.</li> </ul>
<p><b>How will my child's voice be heard?</b></p>	<ul style="list-style-type: none"> <li>➤ Through PSHE sessions, discussions in class and Collective Worship. All classes have worry boxes for children to write messages privately to their teacher.</li> <li>➤ Through School Council and our student ambassadors.</li> <li>➤ Class teachers discuss children's targets with them and where they are able, children have a say in their own target setting and target review.</li> <li>➤ Children who have a 'My Support Plan' or a 'My Plan' will be involved in their development and review.</li> </ul>
<p><b>How will Rowde C of E Academy support my child's emotional &amp; social development and wellbeing?</b></p>	<p>We believe that children achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes, children also experience some setbacks or challenges along the way and we are committed to supporting them through these.</p> <p><i>Support that is always available:</i></p> <ul style="list-style-type: none"> <li>➤ PSHE lessons to promote social skills and social development.</li> <li>➤ Daily Collective Worship.</li> <li>➤ Class and whole school reward systems that promote and celebrate social development, as well as other achievements.</li> <li>➤ Opportunities to talk with a class teacher, head-teacher or teaching assistant on a 1:1 to share any worries or concerns.</li> </ul> <p><i>Support that may be put into place:</i></p> <ul style="list-style-type: none"> <li>➤ Social skills groups, where we explicitly teach skills such as turn-taking, sharing, managing feelings.</li> <li>➤ 1:1 support with the class teacher or specific teaching assistant.</li> <li>➤ 1:1 support with the Head Teacher.</li> <li>➤ Use of social stories.</li> <li>➤ Use of emotional thermometers or 5-point scales, checklists and work stations.</li> <li>➤ Support at unstructured times, such as break time.</li> <li>➤ We are also committed to developing our ELSA provision.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ We have staff trained in the 'Thrive Approach' to support social and emotional development.</li> </ul>
<p><b>How will my child be included in activities outside the classroom including trips?</b></p>	<ul style="list-style-type: none"> <li>➤ As an inclusive school, all children have access to the full range of opportunities that we provide.</li> <li>➤ All children are encouraged to take part in school trips and activities. Risk assessments are carried out and where necessary, procedures are put in place to enable all children to participate.</li> </ul>
<p><b>How will Rowde C of E Primary Academy prepare and support my child for joining the school or transferring to a new school?</b></p>	<p><i>Starting in Reception</i></p> <ul style="list-style-type: none"> <li>➤ Children can visit the school at any time.</li> <li>➤ To support children with SEND, we may hold 'transition meetings.' These are in the summer term with the SENDCo, class teacher, parents, representatives from the pre-school setting and any other professionals who are supporting the child or family.</li> <li>➤ For the first few weeks of term, children attend part-time – this may be extended for children with SEND where appropriate.</li> </ul> <p><i>Starting in another year group</i></p> <ul style="list-style-type: none"> <li>➤ Parents and children are encouraged to visit the school before starting. During this visit, parents will meet with the Head Teacher and class teacher where available.</li> <li>➤ To support children with SEND, parents may also meet with the SENDCo before the child starts to discuss their needs.</li> <li>➤ Children may spend a morning or a day with their new class before they 'officially' join the school.</li> <li>➤ We liaise with your child's previous school to discuss strategies and support that has been effective in the past.</li> </ul> <p><i>Moving classes</i></p> <ul style="list-style-type: none"> <li>➤ All children spend a day with their new class teacher.</li> <li>➤ Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and, where appropriate, may make a photobook of their new classroom, teacher, teaching assistant etc.</li> <li>➤ Teachers have an allocated time to meet and share information and strategies for meeting the needs of all children.</li> </ul> <p><i>Transition to secondary school.</i></p> <ul style="list-style-type: none"> <li>➤ All children spend time at the secondary school. (The amount of time will depend on the secondary school.) Sometimes, arrangements can be made for children with SEND to visit more often.</li> <li>➤ For children with Education, Health and Care Plans (EHCP), the secondary school SENDCo (if known) will be invited to attend the Year 5 transition annual review and/or the Year 6 annual review.</li> </ul> <p><i>Moving to a new school</i></p> <ul style="list-style-type: none"> <li>➤ We ensure that all relevant paperwork is forwarded to the new school.</li> <li>➤ Where necessary, the SENDCo will liaise with SENDCo of the new school to ensure they are well informed of your child's individual needs.</li> <li>➤ Class teachers and other school staff are always happy to liaise with staff at</li> </ul>



	the new school to ensure the best transition for the child.
<b>What training do staff receive regarding SEN?</b>	<ul style="list-style-type: none"> <li>➤ We have regular staff meetings to ensure all staff are kept up to date with SEND developments.</li> <li>➤ Staff may meet with members of SSENS (Specialist Special Educational Needs Service) or the Educational Psychologist as part of a SEND Surgery.</li> <li>➤ Through staff appraisal, development needs are identified and support put in place; this may include 'in-house' training or attendance on a course.</li> <li>➤ If we admit a child for whom specialist training is needed (e.g. use of an EpiPen) training is provided as soon as possible.</li> </ul>
<b>What specialist services are accessed by the school?</b>	<ul style="list-style-type: none"> <li>➤ Speech and Language Therapists</li> <li>➤ Educational Psychologist</li> <li>➤ SSENS (Specialist Special Educational Needs Service)</li> <li>➤ Behaviour Support Team</li> <li>➤ EMAS (Ethnic Minority Achievement Service)</li> <li>➤ CAMHS (Child &amp; Adolescent Mental Health Service)</li> <li>➤ Social Care Team</li> <li>➤ Occupational Therapy</li> <li>➤ School Nursing Team</li> </ul> <p>For further information, please refer to Wiltshire's Local Offer <a href="http://www.wiltshirelocaloffer.org.uk">www.wiltshirelocaloffer.org.uk</a></p>
<b>How are the school's resources allocated and matched to children's SEN?</b>	<ul style="list-style-type: none"> <li>➤ We allocate resources and deploy members of staff according to the children's needs.</li> <li>➤ Pupil Progress Meetings, held 3 times a year with senior staff and the SENDCo, review the progress of all children. We review and evaluate our resources and provision to ensure effective support is maintained.</li> <li>➤ Class teachers continually monitor children's progress and direct support from their teaching assistant accordingly.</li> <li>➤ Afternoon pre- and post- learning interventions are held with a teaching assistant, if the class teacher feels that a child requires additional input.</li> </ul>
<b>Can my child's school dinner requirements be accommodated if they have a special diet?</b>	<ul style="list-style-type: none"> <li>➤ A hot dinner is available for all children in KS1 (Universal free school meals) and for those in KS2 who wish to purchase one.</li> <li>➤ Special diets can be accommodated for, as long as we have advance notice.</li> </ul>
<b>What do I do if I have a concern about the provision for my child with SEN?</b>	<ul style="list-style-type: none"> <li>➤ In the first instance, contact your child's class teacher.</li> <li>➤ Should you wish to discuss your concerns further, you should contact the SENDCo.</li> <li>➤ In the unlikely event that your concern is not resolved, then please follow the procedures as set out in our Complaints Policy.</li> </ul>
<b>What provisions will be put in place if there is another lockdown, related to the pandemic.</b>	<p>If the school should be placed into lockdown conditions the following process will be followed:</p> <ul style="list-style-type: none"> <li>➤ In the first two or three days, you will receive a call from either the class teacher or SENDCo. This will enable us to see if there is any support you need during this time.</li> <li>➤ Work will be set at an appropriate level for your child to allow them to</li> </ul>



move forward in their learning. Feedback will be provided by the class teacher or teaching assistant.

- Your child would have daily contact via Zoom with the class teacher, as well as the appropriate work set and supportive classroom videos through Seesaw.
- Live teaching and intervention groups will continue over video call, either with the class teacher or teaching assistant.
- Teachers and SENDCo will be available via email, where a phone call or online meeting can be arranged.
- Reviews of My Support Plans and EHCPs will be conducted online.

Updated: September 2021 by Alice Simpson, SENDCo.