

Rudheath Primary Academy is committed to high quality inclusion by ensuring that each child is valued, cared for and given every opportunity to achieve their potential. The school is now a IQM Flagship School, recognised by attaining the Inclusion Quality Mark award (IQM).

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children should be entitled to a curriculum that meets each individual's needs.
- All children can learn and make progress.
- All children should be challenged to achieve their full potential.

We believe in:

- Effective assessment and provision for all children including those with SEND.
- Effective working partnerships with children, parents, external agencies and the local authority.
- Developing pupils' self-esteem, confidence and independence in preparation for the future.

Education Framework

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014).

The following list demonstrates how we put support into place for all pupils with SEND (Including the areas of need below)

- Learning difficulties
- Communication difficulties
- Autistic Spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

Our Local Offer for Special Educational Needs and / or Disability


Our school works within the Cheshire West and Chester local area and the facilities that the county offer. Chester West and Chester's local offer can be found at


http://www.cheshirewestandchester.gov.uk/residents/education_and_learning/special_educational_needs_sen.aspx


At Rudheath Primary Academy:


- We are able to identify SEND pupils
- We offer support to enable teachers to provide stimulating and relevant learning for our pupils
- We keep students safe and support their wellbeing
- We work together
- We are inclusive and offer all pupils accessibility to our learning challenge curriculum
- We ensure pupils transfer effectively between classes and into other schools.


At Rudheath Primary Academy we offer three levels of support. The first is whole school quality first teaching. Should your child need further support they will be given short / medium targets and work in smaller groups. If there is a specific need or if your child needs further intervention they will be given longer term targets. All interventions will be discussed with the parents either by your child's teacher or the Inclusion Leader. There are many different ways that your child can be supported. The table on the next pages show the different ways that your child can be supported at Rudheath Primary Academy.

| Teaching Approaches and assessments | Whole School Response Universal Quality First Teaching | Targeted support for Individuals or Small Groups Short / medium term | Specialised Individual Support Medium / longer term |
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|  | <ul style="list-style-type: none"> • Consistent routines and systems across the whole school. • Regular assessment of pupils' progress and setting "next steps" in learning. • Groups changed to reflect pupils' learning needs for each lesson • Support given as soon as possible to keep the children up to date with the whole class teaching (KUNCU intervention programme – Keeping up not catching up) • Structured classroom environment to support learning. | <ul style="list-style-type: none"> • Barriers to learning are identified through assessment of the children. Resources and additional support are provided for the children to ensure that they are able to make progress. • Teacher and teaching assistant target group and individual support in lessons as appropriate. • Assessment for Learning is used to inform planning to ensure all children's needs are met. | <ul style="list-style-type: none"> • Learning tasks are adapted to meet individual children's needs. • Careful targeting and reviewing of individual support for pupils who have individualised targets. These are discussed with parents and the children. • Additional support is put in place for pupils who are not making expected progress. |

| Learning / Curriculum Approaches | Whole School Response Universal Quality First Teaching | Targeted support for Individuals or Small Groups Short / medium term | Specialised Individual Support Medium / longer term |
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|  | <ul style="list-style-type: none"> • Pupils will have access to the National Curriculum and Religious Education. • The school's learning challenge curriculum will be adapted to take account of the needs of groups and individuals. • Termly parents' evenings are held to ensure parents are kept up to date with learning and this is further supported by termly reports. | <ul style="list-style-type: none"> • Pupils with specific needs are identified through pupil progress meetings, class teacher discussions with Inclusion Leader and discussions with parents. • Intervention programmes for small groups and individuals are planned with support from the Inclusion Leader, key stage leaders, class teachers and teaching assistants. | <ul style="list-style-type: none"> • The school responds to any concerns raised by parents via class teacher or Inclusion Leader. • Additional testing and / or planning for needs are carried out by the school and outside agencies. • Intervention programmes for small groups and individuals are planned with support from the Inclusion Leader, key stage leader class teacher and higher level teaching assistants • Targets are discussed, written and reviewed by the relevant staff, pupil and parents. |

| Support | Whole School Response Universal Quality First Teaching | Targeted support for Individuals or Small Groups Short / medium term | Specialised Individual Support Medium / longer term |
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|  | <ul style="list-style-type: none"> • Every class has time allocated for a teaching assistant to assist the class teacher in ensuring that the pupils' needs are met. These are reviewed regularly ensure that support is effective • A visual approach to learning is used throughout the school with a focus on the learning challenge curriculum with “hooks” in. • The school uses activities to develop and consolidate problem solving, investigation and memory skills and to develop understanding and mastery of a variety of subjects. • The school works on a Growth Mindset approach to learning, and all children are expected to reach end of year expectations. The children will receive different levels of support to ensure that they succeed. Learning is reviewed daily and where a few children have not understood the day's teaching, opportunities are given for further support. • Where children are unable to reach this expected level, work is provided at a level which supports their learning, but works towards closing the gap between themselves and their peers. | <ul style="list-style-type: none"> • The school has teaching assistants who are trained in developing pupils' skills either in small groups or one to one with support from speech therapists and other outside agencies. | <ul style="list-style-type: none"> • Pupils with SEND in school may also be supported by external agencies after parents are consulted. The primary contact for these agencies is the Inclusion Leader. |

| Environment and Physical Resources | Whole School Response Universal Quality First Teaching | Targeted support for Individuals or Small Groups Short / medium term | Specialised Individual Support Medium / longer term |
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|  | <ul style="list-style-type: none"> Rudheath Primary Academy is an inclusive school that welcomes all children and supports every child to reach their own potential. | <ul style="list-style-type: none"> The school has a dedicated sensory room and provides programmes of work to develop social, emotional and behavioural issues. It provides children opportunities to work cooperatively with their peers and manage their feelings. The school offers support to children to develop friendships and all children are supported by staff at play times and lunch times. | <ul style="list-style-type: none"> The school has an inclusion which is available for children most of the times. The school also offers a “cool down” space where children can go if they require time to self or co-regulate. We offer 1:1 support for children as needed and during planned sessions. The Inclusion Leader co-ordinates the liaison and multi-agency working to support pupils with disabilities and to provide any specialist equipment or adaptations that may be needed. |

| Behavioural and Emotional | Whole School Response Universal Quality First Teaching | Targeted support for Individuals or Small Groups Short / medium term | Specialised Individual Support Medium / longer term |
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|  | <ul style="list-style-type: none"> Rudheath Primary Academy School works closely with families to meet the needs of all pupils with social, emotional and behavioural development. The school has a positive behaviour policy with clear rewards and sanctions. | <ul style="list-style-type: none"> The school has a full time Emotional Learning Support Assistant (ELSA). Mrs Jackie Storey provides targeted support for groups and individuals across the school. The school has a Family Inclusion Support Worker (FISW.) Mrs Tina Ineson works closely with vulnerable children and their families. The school has it's own dog, Bailey, who is being trained as a therapy dog. Bailey is to help pupils' stress, and anxiety. | <ul style="list-style-type: none"> The Inclusion Leader works closely in liaison with our ELSA and FISW. We receive support from Educational Psychologists' and other outside agencies on aspects of emotional literacy. These include emotional awareness, anger management, self-esteem, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Our ELSA can support pupils regularly or as required. |

Frequently Asked Questions

| QUESTION | ANSWER |
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| <p>How does Rudheath Primary Academy School know if a child needs extra help? What should I do if I think my child may have Special Educational Needs?</p> | <p><i>Rudheath Primary Academy School is committed to the early identification of special educational needs. A range of evidence is collected through the usual assessments and monitoring arrangements. If this suggests that your child is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak with your child's class teacher or contact the Inclusion Leader (Ms Kelly Sweeney on 01606 288266).</i></p> |
| <p>How will Rudheath Primary Academy School staff support my child?</p> | <p><i>Your child's class teacher and the Inclusion Leader will oversee and plan your child's education programme; this will be discussed with parents. Depending on the intervention required your child may be working in a small group with support during a lesson. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour. A teaching assistant may support your child to be successful. It may be appropriate for your child to have one-to-one support in areas. This could include: speech, language and communication, reading, maths, phonics etc.</i></p> |
| <p>How will the curriculum be matched to my child's needs?</p> | <p><i>All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate level for children to access their learning and to make good progress. The quality of teaching and learning is monitored rigorously by the Leadership Team.</i></p> |
| <p>Where can I find the school's SEND policy and other related documents?</p> | <p><i>The school can provide copies of the SEND policies at a parents' request. Please feel free to contact the school should you wish. They can also be accessed via the school's website:</i> http://www.rudheathprimaryacademy.co.uk/learning/sen/</p> |

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

We are a welcoming school and pride ourselves on our good communication with our parents. You are able to speak with teachers on a daily basis on the playground after school. You can speak with members of the inclusion team at the start of every morning. You can also ask for an appointment to speak with your child's class teacher or the Inclusion Leader at a mutually convenient time. There are termly parent evenings and reports. We will always ask to see you if we have any concerns about your child's progress.

If your child has a statement of SEND or an Education Health Care Plan (EHCP), an annual review is held according to the guidance from the SEND Code of Practice.

What specialist services or expertise are available at or accessed by Rudheath Primary Academy?

We access a wide variety of services that are available by Cheshire West and Chester Local Authority. These services involve: Educational Psychologists, social care, child and adolescent mental health (CAHMS), occupational therapy, speech and language therapy, learning outreach centres, behaviour outreach centres, social workers (Tier 2), and "Family matters" support workers.

How does the school consult with and involve children with SEND in planning and reviewing their education?

Teachers will assess the children and when necessary write and review targets with the children and parents. After any intervention, should the child have caught up with their peers, then the child can be removed from the register.

Longer term targets that are written for children on statements or Education and Health Care Plan (EHCP). These are written in conjunction with children and their parents during an annual review. These targets are sent to the Local Authority to be agreed.

How does the school assess and evaluate the provision for children with SEND?

Frequent assessments are made of the children's work and are measured. If the intervention is not showing any impact, then alternative interventions are put into place. These interventions will generally be implemented based initially from experienced teachers, Inclusion leader and upon advice from external experts.

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| <p>What training have staff supporting SEND have?</p> | <p><i>Our Inclusion Leader and all staff receive regular training and updates. Our SENCO has over 9 years experience in the role.</i></p> |
| <p>How accessible is Rudheath Primary Academy?</p> | <p><i>As it is on one level, the school is readily accessible for all pupils, staff and parents.</i></p> |
| <p>How do you ensure that my child stays safe outside the classroom?</p> | <p><i>At the start of every day, members of the inclusion team are available on the door to welcome your child(ren) into school. At the end of every day teachers will be on the playground accompanying their class. Teachers will not let children go with different adults unless parents / carers of that child have let the school know in advance.</i></p> <p><i>During break and lunchtime the children are supervised by staff that have first aid training.</i></p> <p><i>Additionally there is a member of the Senior Leadership Team on duty during lunch who are further supported by a member of the inclusion team.</i></p> <p><i>When the children are on school visits, staff will have made a pre-visit to the site and have completed a risk assessment to minimise any risk. In some instances, risk assessments will be completed around individual pupils and agreed with parents.</i></p> |
| <p>How will Rudheath Primary Academy prepare and support my child to join the school and then transfer to a new school?</p> | <p><i>When your child joins the school, you will be shown around by a member of staff and introduced to key members of staff who will support your child. This will be a chance for you to ask any questions that you may have. There are visits to pre-schools in order that Rudheath Primary Academy staff can liaise with their staff about each child's individual needs.</i></p> <p><i>Staff of younger children will conduct home visits and nursery visits to meet your child and they will be able to have a visit to the school with other children in their class.</i></p> <p><i>When your child is in year 6, their teacher and Inclusion Leader will liaise with the receiving secondary schools. Some children may have additional transition meetings if there is a need.</i></p> |

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| <p>What is the role of my child's class teacher and who else will be working with my child?</p> | <p><i>Your child's class teacher has a duty to ensure that your child is safe and happy in school. Your child will be assessed and will be given work which is appropriate for his/ her needs Your child might be supported by other members of staff or even specialist teachers. We will regularly monitor your child's work to ensure that they make good progress.</i></p> |
| <p>How will Rudheath Primary Academy manage my child's medicine or personal care needs?</p> | <p><i>Medical information is collated at the start of every year and key information is shared with staff. Medicines are kept in a locked cabinet and will only be accessed by trained staff that will follow instructions given by parents / doctors. Inhalers are kept in classrooms with the children so that they can be easily accessed. In the case of emergencies, we have first aid trained staff. We would contact emergency services if there was a need and parents would be contacted immediately. Children who have medial needs have a care plan which is written by the Inclusion Leader in consultation with parents. Children with personal care needs are catered for by fully trained staff.</i></p> |
| <p>How is the decision made about what type and how much support my child will receive?</p> | <p><i>The local authority provides funding for schools to meet the needs of all children with SEND. This is matched using information about the children's prior attainment and the socio-economic make-up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an EHCP or additional top up funding, we will ensure that the provision specified is provided.</i></p> |
| <p>Who can I contact for further information or if I am worried? Who can I contact about my child joining the school?</p> | <p><i>Your first point of contact, if you want to discuss something about your child is the class teacher. You can contact any member of the school leadership team or the Inclusion Leader if you have any questions.</i></p> <p><i>If you would like to apply for Rudheath Primary Academy, please contact the school to arrange a visit and make an application through Cheshire West and Chester Local Authority Admissions.</i></p> |

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| <p>How will my child be included in activities outside the classroom including trips?</p> | <p><i>All visits are completed by staff in advance to ensure that a risk assessment is completed. The staff will look at access to ensure that every child is included. Should there be a cost for the visit, parents will be given plenty of notice. Should you wish to contribute to the visit in instalments, we would be able to accommodate this. We have wraparound care available at the school by the school breakfast club starts at 7.45am. After school club is available until 6:00pm. Please contact the school office for further information.</i></p> |
| <p>What help and support is available for the family through the school?</p> | <p><i>If you are having difficulty completing forms and paperwork then you can contact the school. Either the Inclusion Leader or the Family Support Worker will be happy to support you.</i></p> |
| <p>What do I do if I am not happy with a decision or what is happening?</p> | <p><i>Contact the school in the first instance. If you still feel unhappy with any decision made by the school, then the next step would be the school's governing body. If you would like to get a copy of the school complaints procedure, they are available at the school office.</i></p> |
| <p>Who is the SEND coordinator and how can I contact them?</p> | <p><i>Your SENCO is Mrs Kelly Sweeney. She can be contacted via the school office on 01606 288266 and an appointment can be made at a mutually convenient time.</i></p> |

This information was updated September 2019