

Rudheath Primary Academy – Special Educational Needs and Disability (SEND) Information Report September 2019

Information

Welcome to our Special Educational Needs and disability (SEND) information report which has been prepared in accordance with Clause 65 of the Special Educational Needs (Information) regulations which came into force on 1st September 2014. Under these regulations all governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body or proprietor's policy for pupils with SEND.

This information must be updated annually.

At Rudheath Primary Academy School we are committed to working together with all members of our school community. Our local offer is on site and we would welcome your feedback and future involvement in the review of our offer. In addition to reading this report and our Local Offer, please do come in and have a look around our school. We are a fully inclusive school and have been recognised for achievements.

We have recently been reassessed for the Inclusion Quality Mark, Centre of Excellence and we continue to fully meet all expectations. During the last academic year, we also became an attachment friendly school.

Should you have any questions about SEND within our school please contact: :

Mr Andrew Ross – Principal

Mrs Kelly Sweeney – Lead Inclusion Teacher

Mrs Susan Edwards – SEND Governor

What kind of special educational needs and disability (SEND) provision is in the school?

Rudheath Primary Academy is a fully inclusive school committed to providing appropriate, challenging and high quality education for all children. We value all children in our school equally and strive to ensure that they all enjoy equality of opportunity in all areas through a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

At Rudheath Primary School we offer:

- Quality first teaching using differentiated, challenging learning.
- Effective management systems and procedures for SEND, taking into account the current Special Educational Needs and Disability code of practice (2014).
- Successful communication procedures between teachers, children with SEND, parents of these children and outside agencies.
- An acknowledgment and draw on parent's knowledge and expertise in relation to their own child.
- An up to date with current legislation, provisions and practices through close consultation with Cheshire West and Chester Services.
- Commitment to develop the knowledge and skills of all staff to manage the challenges of the range of needs in the school and to ensure that all support is of high quality.

- An effective review cycle that allows us to monitor, review and plan for the next stage of development. Our School Development Plan (SDP) is about enhancing learning for all and details our planned continued professional development (CPD) for our staff.
- High quality teaching for all of our learners and actively monitor teaching and learning in the school.
- We ensure that the consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Qualified Teaching Assistants to work with children on small group intervention programmes or offer 1:1 support.

In addition, Rudheath Primary Academy employs a full time ELSA (Emotional Learning Support Assistant) who works with small groups and individuals and a part time Family Support Worker (FSW) who fosters links with and supports families. We will also contact and work with outside agencies to support children and families as needed.

How do we identify children with Special Educational Needs and Disability (SEND)?

At different times in their school career, a child or a young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- ***Have a significantly greater difficulty in learning than the majority of others of the same age:***
or
- ***Have a disability which prevents or hinders them 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.”***

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress despite high quality teaching targeted at specific areas of difficulty, it might be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. Pupils meeting such criteria will be put onto a concerns list and closely monitored.

However, there can be many reasons that a child “falls behind”. These may include absences, attendance at lots of schools and therefore no consistent opportunity to learn. Difficult family circumstances might also affect the child's ability to learn. At such times the family will be offered further support from the school.

With the introduction of the new SEND code of practice, many of our children who were on the SEND register are now catered for within the school's own provision.

We currently have **45** children who are on the register, of whom, **3** are on an EHCP (Education Health Care Plan), and **6** (plus one awaiting confirmation) children have additional funding from the local authority.

We have 24 children who have English as an additional language.

School continues to draw on outside agency support for a number of pupils. These include the Educational Psychologist, SEN advisory officer, the Autism Team, Behaviour Support Team, Speech and Language Therapists, Occupational Therapy the School Nurse and Community Paediatrician.

Families are also supported by our Family Support Worker who works with families at home and at school.

The school has a full time ELSA (emotional learning support assistant) to support those children who need work on social and emotional learning and will have training in order to work effectively.

Both the FSW and the ELSA are Deputy Designated Safeguarding Leads and support the children's behaviour in the school.

Interventions are used to support the additional needs of the children. In discussion with the inclusion lead teacher, key stage leader and the class teacher, the teaching assistants will provide carefully considered interventions to target key pupils. These pupils will be tracked to ensure good progress. O-Track and other systems are used to identify children not making good progress and interventions are put into place following pupil progress meetings which take place throughout the year. We have a fully functioning sensory room which we are delighted to share with groups from the community. We also have an inclusion room where parents are welcome to meet with the inclusion staff to discuss any needs and seek support for the family.

Information correct as of 09/09/2019