

Special Educational Needs and Disability (SEND) Information Report 2020-21

School Ethos

At our school, staff, governors, pupils and parents work together to create an inspiring, positive and welcoming school, where children can achieve their full potential and develop as confident individuals.

We have high expectations of all our children and want them to feel they are a valued member of our school community. We aim to provide a learning environment that enables all pupils to make the greatest possible progress, while developing their sense of self and their resilience.

What types of SEND do we provide for?

A pupil has SEND where their learning difficulty or disability calls for special educational provision that is different from, or additional to, that available to other pupils of the same age.

The four broad areas of SEND needs are:

Cognition and Learning

- moderate learning difficulties; specific learning difficulties (Dyslexia)

Communication and Interaction

- Autism Spectrum Disorder (ASD); Social Communication Disorder; speech and language difficulties

Social, Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD); difficulty in emotional self-regulation

Sensory and/or Physical

- hearing impairment; Sensory Processing Disorder, DCD/Dyspraxia

Where an additional need is assessed, parent-school communication is encouraged through individualised One Plans.

As an inclusive school, we aim to address children's individual needs and support their development in the most appropriate way possible, celebrating effort as much as achievement. We ensure that children with SEND participate in all areas of school life at Rodings Primary School, including class trips, sports teams, after school clubs and school productions.

How do we identify and assess pupils with SEND?

Most children will have their needs met through Quality First Teaching, with clear differentiation providing opportunities for all children to access the curriculum. All pupils are regularly assessed according to our assessment policy, which is available on the school website or from the school office.

Using this assessment information, the progress and attainment of all pupils is closely monitored by their Class Teacher and the Senior Leadership Team (SLT) and any pupil not making expected progress will be given further targeted support within the classroom as part of that Quality First Teaching.

When a pupil is still making slower than expected progress, despite additional support or intervention, parents will be informed and invited to engage in a One Plan process. This plan will centre around the specific needs of that individual, using questions such as: 'What do we like and admire about you?', 'What are our hopes and aspirations for you?' 'What is important to you and for you?', 'What is working for you?' and 'What is not working for you?' to identify outcomes and next steps for the pupil, followed by a provision plan that draws upon the 'Essex Provision Guidance Toolkit'. Termly pupil-centred meetings will then take place to review the child's One Plan and set new targets. If the class teacher feels it is appropriate, the SENCo may attend these meetings too.

If deemed necessary, the child may be placed on our SEND register where, with support and action from the SENCo, more specific assessment tools will then be used to pinpoint exactly where the child needs intervention or additional support.

Some children may require further planning and/or a statutory assessment to support their needs, in line with the Local Authority provision guidance criteria. This may result in an Education, Health and Care Plan (EHCP). (See

essexlocaloffer.org.uk for more information). If it is thought that an outside agency would further support the child, permission would be sought from parents. These may include, but are not limited to: Speech and Language Therapy, Educational Psychologist, Occupational Therapy, Counselling Services, Health Visitors or the School Nurse.

Who is responsible for SEND provision in our school?

1. **Class teachers** are responsible for teaching, learning and progress of all pupils in their class, including those with SEND. They receive regular training on meeting the needs of all pupils, including those with SEND, through staff meetings, INSET and specialist training days organised by the Local Authority when required. Your child's class teacher should, therefore, be your first port of contact should you have any queries or concerns regarding SEND provision.
2. Our **Special Educational Needs Coordinator (SENCo), Mrs Annabel Brown**, is responsible for co-ordinating and monitoring provision and interventions; developing SEND policy; liaising with outside professionals (Specialist Teachers, Educational Psychologist, Speech and Language Therapists, Health Care Professionals); overseeing the One Planning process; tracking the progress of pupils on the SEND register; providing specialist support for teachers and LSAs; and procuring specialist equipment that may be required.

The SENCO stays up-to-date with relevant training by taking part in regular SENCO update meetings and cluster groups, as well as working closely with Educational Psychologists and other professionals within our West Quadrant. She also attends more specific training when required.

She can be contacted through the school office, or emailed directly at: mrs.brown@rodingsprimary.co.uk
Miss Large and Miss Yiu work alongside Mrs Brown, as our SEN Assistants.

We have two governors responsible for SEND, Mrs Sarah Stevenson and Mr Brian Hardcastle. They meet with our SENCO to review SEND progress data and evaluate the effectiveness of SEND provision in our school.

Where can you get further help, information or support?

Our school offer is in line with the Essex Local Offer, which can be found at essexlocaloffer.org.uk
The SEND Information, Advice and Support Service (**IASS**) can help you if you're a parent or carer, or a child or young person who needs information, advice and support about special educational needs and disability issues. They offer impartial and confidential support over the telephone or in person around educational issues.
IASS can be contacted on 03330 138913 or emailed at send.iass@essex.gov.uk

What should you do if you are concerned about the SEND provision for your child?

At Rodings Primary School we are always looking to improve our practise. As such, we openly encourage any feedback and will deal with it using a fair, open approach – always with the child's best interest at the centre of what we do.

Any compliments, concerns or complaints relating to our school's SEND provision can be made using the school's complaints policy. (Available on the school website or from the school office.)

For further information please access our SEND Policy via the school website – under the 'Key Information' tab.