



# ROGATE C.E. PRIMARY SCHOOL

Approved: 27 March 2018 by FGB Next review: 31 Jan 2019 by SENCO

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## Special educational needs information report 2018

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

### About our school

Rogate Primary School is a mainstream Church of England Primary School within the West Sussex local educational authority.

### Our Vision

Guided by our Christian ethos, our vision is to create a safe, supportive and fun-filled environment where all of our children feel part of a dynamic, hardworking, learning community.

Rogate is an exciting school where children will learn, where everyone is respected; where every individual is valued for their uniqueness and academic excellence is continually strived for.

We aim to develop resilience, and a passion for learning, so our children experience success and become independent, inquisitive, motivated learners, ready to thrive, and contribute to society.

### Our commitment to inclusion

We aim to adhere to and promote the messages within the government's *SEND code of practice 2015* and believe 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
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.
- 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)

Rogate Primary School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and learning needs;** this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, emotional and mental health needs**
- **Sensory and/or physical needs;** this includes children who have visual or hearing needs, or a physical disability that affects their learning.

## **How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?**

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age.

Full use is made of information passed to the school when a child transfers in to our school and we use assessments during the nursery/Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, teacher assessment/observation).

Other methods used by teachers to identify pupils with SEN are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns.
- Ongoing teacher assessment, observation and tracking of progress using the online assessment tool Target Tracker.
- Termly summative assessments for Reading, Spelling and Maths which are analysed by the SENCo to help identified children with potential SEN.
- Half termly pupil progress meetings with the class teacher, headteacher and SENCo.
- Progress is assessed against the government's "early learning goals in the foundation stage".
- Progress against English and Maths statements from the new national curriculum.
- Results from SATs (end of Years 2 and 6).
- Additional standardised screening or assessment tasks, undertaken by the SENCo.
- Involvement and advice offered by external agencies such as speech and language therapist, behaviour support team, educational psychologist and paediatrician.

## **How does the school make provision for pupils with special educational needs?**

We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. Students whose special educational needs can be met in school are designated 'SEN support'. Those with more complex needs requiring additional support will have an *education, health and care plan (EHCP)* awarded by the local authority. The students are supported in school in the following ways:

### **SEN school Support**

All students identified as SEN support will have a personal plan which is agreed and written by the class teacher in consultation with the child and their parents (s)/carers and class teacher. We follow a graduated approach to SEN support, in the form of a four-stage cycle of assessment, planning, carrying out the intervention, and reviewing outcomes in successive cycles. This is known as the 'Assess, plan, do review' cycle. (SEND 0-25 Code of Practice, 2015, P100)

The personal plan details achievable targets and information on how these will be achieved. The impact of interventions is assessed by the class teacher, parents and SENCo and targets are reviewed half-termly.

### **EHCP/statement**

All students with an EHCP will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in class. It is also likely that additional support will be given outside the classroom to ensure their needs are met. These interventions are monitored at annual review meetings. At annual review meetings, parents of students with statements / EHCPs are presented with data showing the student's academic progress, success rate in meeting objectives and reading age. Details of the student's provision and any intervention they have received, and its impact are also provided.

Progress against the objectives in the student's statement / EHCP is evaluated, and agreed adjustments are recommended to the relevant local authority.

Young people and parents of children with an EHCP can request a personal budget to buy in the support identified in the plan. This money will come from the high-needs funding block and will not normally affect the school's notional SEN budget.

### **How is the decision made about what type and how much support my child will receive, and, how are the school's resources allocated and matched to children's special educational needs?**

The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.

- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- Through on-going discussions with parents, the type and amount of support is regularly discussed.
- We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available.
- We have a team of learning support assistants (LSAs) who are part funded from the special education needs budget and some LSAs deliver programmes designed to meet groups of children's needs.

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

Your child's progress is reviewed every half term through a personal plan review meeting with yourself, your child and the class teacher. Assessments are carried out termly for spelling, reading and maths to see help gauge the impact of the interventions. These assessments along with discussions with parents, the child and teacher help to inform the future interventions. The SENCo and headteacher also review your child's progress during pupil progress meetings which are held each half-term. Within these meetings your child's progress will be discussed and future interventions are planned. The details of these interventions and your child's targets will be shared in your child's personal plan review meeting every half term. We also welcome parents to make additional appointments to discuss your child's needs should you have any further concerns or questions.

### **How will school staff support my child? How will the curriculum be matched to my child's needs?**

Children with SEN may need additional support either within class or outside of the classroom through well planned interventions which have been proved as effective. The SENCo assess a child's needs and plans the interventions in consultation with the child and their parent(s)/careers. Examples of how we can support children with SEN include:

- Changing the way activities are planned and delivered.
- Matching activities to the ability / need of each child (differentiation).
- Adapting learning materials such as equipment and activities to suit each child's needs.
- Offering small group support to promote skills identified in the child's support plan.
- 1:1 support.
- Adapting the environment through acquiring specialist equipment or resources.

### **How accessible is the school environment?**

As the school is on a split level site accommodating children with physical difficulties involving a wheel chair or walking frame would need careful consideration. As a school we are happy to discuss individual access requirements.

### **What is the expertise and training of staff to support pupils with SEN?**

The SENCo is an experienced, qualified teacher and holds the *national award for special educational needs co-ordination*. All the staff within the school attend regular training courses as part of their continuing professional development to ensure that new skills and knowledge are developed. Learning support assistants have received training in delivering specific interventions which can be delivered both inside and outside of the classroom. Examples include maths Interventions from Edge Hill University, speech and language training from West Sussex speech and language therapists, dyslexia training from Helen Arkell dyslexia centre. In addition, whole school training is embedded within INSET days to support the teaching of maths, English and wider curriculum areas.

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

At times the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

Details of the services available within West Sussex can be found on <https://westsussex.local-offer.org/>

We work closely with the following professionals:

- Educational psychologists (provided by West Sussex local authority and Apple Tree educational psychology support )
- Learning and behaviour team (advisory teachers provided by West Sussex local authority)
- Speech and language therapists (NHS)
- Occupational therapists. (NHS)
- School nurses. (NHS)
- Health visitors. (NHS)
- CAMHS (child & adolescent mental health service NHS)
- Social Workers (West Sussex local authority and other neighbouring local authorities - Hampshire and Surrey)
- Think Family workers (early help through West Sussex Local Authority)

### **How does the school evaluate the effectiveness of the provision made for pupils with SEN?**

The progress of children with SEN is monitored in the following ways:

- Review of progress made every half term within pupil progress meetings.
- Termly summative, standardised assessments for reading, spelling and maths.
- Observations made by class teachers, teaching assistants and parents.
- Termly special education needs staff meetings.
- Regular meetings with the class teacher, parent(s)/carers and SENCo.

### **How are pupils with SEN enabled to engage in activities with those in the school who do not have SEN?**

We work closely with parents and carers to ensure that all children with SEN have the same opportunities as children who do not have SEN. If a situation arises where we are concerned that a child is at risk of being excluded from an activity or event due to their specific needs then we contact parents and plan together a provision which enables inclusion. We do our best to anticipate such circumstances and strive to make adaptations and changes so everyone can be included.

### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all. Risk assessments are carried out and plans are made in consultation with parent (s), children and SENCo or class teacher to enable all children to participate.

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

We offer support for improving emotional and social development through the following:

- Personal social health education lessons every week within class.
- Additional support for children who are experiencing emotional or social difficulties through planned interventions with our learning mentor.
- Teaching all children about bullying and recording and reporting any incidents of bullying to governors (Please see our anti-bullying policy and behaviour policy).
- Pupils with medical needs would have a detailed care plan, compiled with support from the school nurse where deemed necessary, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff receive epipen training delivered by the school nurse annually.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

All staff have first aid and child protection training.

### **Arrangements for supporting pupils moving between phases of education and preparing for adulthood.**

#### **How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education in life?**

We aim to make transition from pre-school as smooth as possible. A series of transition events are available for all children and include:

- Visiting the child in their own home setting (home visit)
- The child attending school with their parent (s)/carer for visit sessions in the second half of the summer term.
- The child's key worker from nursery has the opportunity to visit at one of the visit sessions in school or the reception teacher visiting the child in their nursery setting.
- Parents and carers having the opportunity to discuss any concerns during the transition process with either the class teacher, SENCo or Head Teacher.
- We strive to ensure a smooth transition from our primary school to their secondary school in the following ways.
- The SENCo contacts the secondary school's SENCo to request a meeting to discuss the child's SEN and share their targets within their personal plan.
- The SENCo meets with parents and the child to discuss transition.

Ensuring that children have the opportunity to attend transition sessions at their new secondary school.

When a child moves to a new year group or class within the school all pupils attend a transition session where they spend some time with their new class teacher and teaching assistant.

When a child moves to a new setting "taster" days and visits to the school can be arranged in order to help parents and children make informed decisions before moving schools.

#### **What is the local offer?**

The local offer was first introduced in the green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools and the local area to help children with additional needs as well as the options available to support families who need additional help to care for these children.

### **What will it do?**

The framework will allow the local offer to provide parents/carers with information about how to access services in their area and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support

### **West Sussex local offer**

The West Sussex local offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND). Information about this can be found through the following website link <https://westsussex.local-offer.org/>

Contact details of support services for the parents of pupils with SEN can also be found on the Rother Valley Hub Inclusion website using the following website link <http://www.rvhub.org.uk/>

### **Who should I contact regarding a query, concern or complaint?**

If a parent wishes to discuss something about their child then they should contact the class teacher to begin with. However, if it is felt that matter needs addressing further then the SENCo or headteacher are always happy to talk to you about your child's needs.

If you have a query, concern or a complaint regarding the provision made at school for SEN then we welcome your comments and will do our very best to support you and your child. Please contact the SENCo Mrs Stephanie Garwood [senco@rogate.w-sussex.sch.uk](mailto:senco@rogate.w-sussex.sch.uk)

Alternatively, you can contact the headteacher [head@rogate.w-sussex.sch.uk](mailto:head@rogate.w-sussex.sch.uk) or the SEND governor, Rita Harrison-Roach. To make an appointment then please call the school office on 01730 821329.

The complaints policy can be found by following the link

<http://www.rogateprimaryschool.co.uk/page/?title=Policies+and+Documents&pid=38>