



Rawdon St Peters C of E Primary School
Special Educational Needs and Disability Information Report

Introduction

Our SEND Information Report forms part of the Leeds Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The governing bodies of all maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish an Information Report on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published will be updated annually.

This report was reviewed in October 2022. The next review is due in September 2023.

What is SEND?

At different times in their school career, a child or young person may have a special educational need. The 2014 SEND Code of Practice defines a special educational need (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 or young person of compulsory school age has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age, or*
- b) 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 a mainstream school or post-16 mainstream institution.*

If a learner is identified as having SEND we will make provision which is “additional to” or “different from” that provided for non-SEND learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning. When we talk about “provision”, we mean what we provide to meet the needs of a child and help them make progress at school, which is appropriate to their age.

What is a disability?

The Equality Act 2010 gives the following definition of disability:

“A person has a disability for the purposes of this act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition includes sensory impairments such as those affecting sight or hearing, long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. Both SEN and disability legislation may therefore cover a child or young person.

The Types of SEND we provide for

Rawdon St Peters Primary school provides support for pupils across the four areas of need as identified in the SEND Code of Practice 2014. The four areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What do I do if I think my child may have a special educational need?

If your child is already at school, your first point of contact is your child's class teacher. We offer an open-door policy, but you may prefer to arrange a meeting; initial concerns can be expressed in this meeting. Alternatively, you can make an appointment with the school's Special Educational Needs Coordinator, Mrs Jay Oliver, to discuss your concerns.

How we identify pupils with SEND and assess their needs at Rawdon St. Peters Primary School?

Some pupils' special educational need will be apparent on admission to school. For others, the need may present itself later. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

Therefore, children's needs are identified and met as early as possible through:

- The analysis of data including entry profiles, reading ages, assessment data.
- Classroom based assessment and monitoring arrangements (cycle of assessing, planning, action and review)
- Tracking individual children's progress over time
- Following up parental concerns
- Liaising with feeder nurseries on transfer

- Information from previous schools
- Information from other services
- Pupils progress meetings with class teachers
- Maintaining a provision map for all vulnerable learners; provision maps are updated termly by the SENDCO, in conjunction with the class teachers.
- Undertaking, when necessary, a more in depth individual assessment, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

We strive to make a clear distinction between 'underachievement'-often caused by a poor early experience of learning- and a special educational need.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils.

Other pupils will genuinely have a special educational need and this **may** lead to lower attainment (though not necessarily to under achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's budget.

Special Educational Needs and Disability Coordinator (SENDCO)

In line with the recommendations in the SEND Code of Practice, the SENDCO will oversee the day-to-day operation of the Special Educational Needs and Disability policy. **The school's SENDCO is Mrs Oliver and can be contacted via the school office on 0113 2504201.**

Our Current SEND Profile

Our SEND profile as of November 23, shows that there are a total of 34 children on the SEND register that is 10.7% of our total school population.

There are 2 children who have EHCP's and 32 children who are identified as School Support.

Rawdon St Peter's October SEND context compared to National Data

	Number	Rawdon St Peters	National Data (January 22)	National Data (January 23)
Send Support	33	11.1 %	12.6%	13%
EHCP	2	0.6%	4%	4.3%

Rawdon St Peter's, **Send Support**, Breakdown of Needs of SEND, Compared to National Data

Need	Number	Rawdon St Peter's	National Data (January 22)
Speech and Language and Comm Needs	16	45%	25.1%
Social, Emotional and Mental Health Needs	5	14%	20%
Moderate Learning Difficulty	3	9 %	18.9%
Autistic Spectrum Disorder	7	20%	7.6%
Specific Learning Difficulty	2	6%	14.4%
Other Difficulty/Disability	1	3%	4.3%
SEN Support but no Assessment	0	0%	4.4%
Physical Disability	0	0%	2.2%
Severe Learning Difficulty	0	0%	0.2%
Hearing Impairment	0	0%	1.6%
Visual Impairment	1	3%	0.9%
Profound and Multiple Learning Difficulty	0	0%	0.1%
Multisensory Impairment	0	0%	0.3%

Rawdon St Peter's, **EHCP**, Breakdown of Needs of SEND, Compared to National Data

Need	Rawdon St Peter's	National(January 23)
Autistic Spectrum Disorder	50%	32%
Other Difficulty/Disability	50%	
Specific Learning Difficulty		

How do we consult and involve parents of children with SEND?

We recognise the importance of involving parents of all children. The education of our children is seen as a partnership and as such requires open, effective and honest communication. All parents/carers are encouraged to contribute to their child's education and may do this through:

- Informal meetings with class teacher and/or SENDCO
- Discussion with the class teacher and/or SENDCO at Parent's Evening.
- Discussion with the SENDCO and other professionals working alongside a child or at review meetings
- Involving themselves in their child's learning through supporting with homework tasks e.g. reading, learning spellings and other activities.
- Contributing to their child's Individual Provision Map each term.

The school's Learning Mentor is also available to offer impartial support, advice and guidance to parents/carers through drop in sessions.

We always welcome help in school. Parents/carers can be actively involved as a volunteer within school. If you are interested in helping, please contact the school office for further details. This will be subject to DBS checks.

The PTA group is open to all parents/carers and teachers. It serves to strengthen links between home and school and provides essential funds for school activities and equipment. Meetings are held at various times of the school year and are announced in our weekly newsletter.

How do we consult and involve pupils with SEND?

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress using targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning

- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so they know what their targets are, why they have been set and what can be done to achieve them.
- Self-review their targets and set new ones
- Contribute to their Individual Provision Map each term

How do we assess and review progress?

Depending upon the stage of support, the progress of our pupils will be assessed and reviewed through:

- The school's electronic system for tracking progress- Arbor, BSquared assessment for children working below national expectations.
- SDQ Assessments- (Strength and Difficulties Questionnaire)
- Half-termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
- Termly progress meetings with the class teacher, support assistants and SENDCO.
- Parent/carer and pupil review meetings with the SENDCO.
- Regular evaluation of whether pupils in receipt of High Needs Funding and/or with an Education Health and Care Plan are meeting their individual targets, which have been written to address their underlying special educational need.
- Annual review of Education Health Care Plans are prescribed in the SEND Code of Practice.

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

- You will be able to discuss your child's progress at Parent's Evenings. At these meetings, the class teacher will be able to suggest ways of how you can support your child's learning at school and at home. At Parent's Evenings, the SENDCO will also be available to meet with the parents of children with special educational needs.
- A written report is sent home towards the end of the academic year and provides parents/carers with information about their child's progress, achievements and next steps. Should you wish to discuss this report with the class teacher and/or SENDCO please make an appointment to do so.
- We have an open-door policy for any daily information that needs to be shared between school and home. In some instances, a home-school communication book may be used. Your child's class teacher will be available at the end of the school day if you wish to speak to them, ask a question or raise a concern. However, if you would like to discuss anything of a more serious or private nature we ask parents to arrange a meeting. Appointments

can be made to see the class teacher or SENDCO by visiting or telephoning the school office.

- In addition to our Parent's Evenings, the class teacher or SENDCO may request an informal meeting with you to discuss any matters that have arisen.
- If outside agencies are involved then copies of their reports are sent home to parents/carers.
- For children who have an EHCP (Education Health and Care Plan) a review meeting will be held annually. The purpose of the meeting is to bring together the views of everyone who helps your child, to review provision and discuss progress and outcomes.
- For children who are in receipt of additional FFI funding, a review meeting will take place annually with parents/carers, the SENDCO and agencies/professionals working with the child and family.

How do we support children in moving between phases of education?

We recognise that transitions can be difficult for a child with SEND and so take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible
- Additional visits can be arranged for pupils who need extra time in their new school.
- Secondary school staff will visit pupils prior to them joining their new school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the current SENDCO, the SENDCO at the new school, the parents/carers and where appropriate the pupil.

When moving to the next class in school, information will be passed on to the new class teacher. The previous and current teachers will meet to discuss individual needs. The SENDCO will also meet with the class teacher to discuss your child's strengths and areas of difficulties, as well as strategies that have been successful. Copies of records, reports, support plans, EHC Plans will also be shared with the new teacher. When needed, extra visits can be made to ensure children with SEND are confident and assured about the changes ahead.

What is our approach to teaching pupils with SEND?

- We ensure that all pupils, including those with special educational needs, have access to a broad, balanced and relevant curriculum. Work is differentiated to enable children to access the curriculum more easily and to ensure their needs are met. Differentiation may involve modifying a task,

providing more structured apparatus to complete a task or by giving additional support.

- The class teacher may discuss your child's learning needs with the SENDCO, identifying any difficulties or barriers to learning, as well as the type of support or provision needed to help your child. Your child may take part in additional intervention work or may receive individual support.
- If your child is not making expected progress or has needs related to core specific areas of their education, such as spelling, reading or maths then he/she may be placed in a small focus group known as an intervention group. This will be run by the teacher, teaching assistant or SENDCO. The interventions will be regularly reviewed by all staff involved to ascertain the effectiveness of the provision and to inform future planning.
- If a child has been identified, they will be given an individual SEND support plan or individual behaviour support plan with targets set according to their area of need. The class teacher is responsible for writing and reviewing the plans and monitoring progress. Support plans will be shared with parents to allow them to support their child at home. Support plans will also be discussed with the child in a manner that is appropriate to them.
- Occasionally a pupil may need more expert support from an outside agency. A referral will be made with your consent and forwarded to the most appropriate agency. After meetings with staff and parents, a series of assessments may be carried out and a list of recommendations or programme of support provided to school.
- The SENDCO will oversee the support and progress of any child requiring additional support.

How do we adapt the curriculum and the learning environment?

- Your child's class teacher will plan and deliver learning activities that meet the needs of your child; work is differentiated to enable all children to access the curriculum more easily and to ensure their needs are met.
- We ensure that the learning environment is fully accessible and inclusive for all learners. Visual timetables may be used in classroom to support individual children. Depending on the needs of the child, other adaptations may be made to the classroom and/or resources used e.g. all text in font size 20.
- If your child requires specialist equipment in school this may be purchased using the funding allocated to support SEND pupils.

What training do staff supporting children with SEND have?

- We have a rolling programme of training and support for the staff within school based on the needs of the pupils. Staff are sent on more individualised training if they are supporting a pupil with a more specific need e.g. speech and language difficulties or autism. Training that has recently been accessed includes:

- Team Teach Training (Positive handling)
- Level 1, Autism training
- Child Protection training
- Training from the diabetic nurse
- How to use BSquared assessment for children working below national expectations
- How to support pupils with Dyslexia
- Alpha to Omega Intervention training
- Catheter Care Training
- Makaton
- PECS

How do we evaluate the effectiveness of the provision made for children with SEND?

The monitoring and evaluation of the effectiveness of our provision for pupils with SEND is carried out in the following ways:

- Classroom observation by senior leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning and books
- Pupil progress tracking using assessment data from Arbor and BSquared
- Attendance records
- Head teachers report to governors

How will my child be included in activities outside the classroom?

- Activities and educational visits are available to all.
- Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed, the risk assessment may include a meeting with the parents as well as taking account of any medical advice. On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that that is necessary.
- After school clubs are available to all pupils and adjustments will be made to support their participation.
- Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

What support will there be for my child's emotional and social development and overall well-being?

- Rawdon St. Peter's Primary School prides itself on having a caring and supportive ethos where children feel happy, safe and secure. The school endeavours to meet the social and emotional needs of all individual children and ensures they have the highest level of pastoral care possible. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. Class teachers, the Head teacher, the Deputy Head teacher, SENDCO and Learning Mentor are readily available for pupils who wish to discuss any issues or concerns.
- Our PSHE curriculum helps children develop a range of skills such as understanding another's point of view, working in a group, persevering when things get difficult, resolving conflict and managing worries. Pupils can share any concerns with teachers either in a group in 'circle time' or individually.
- The Learning Mentor plays a positive role in supporting vulnerable pupils and is available to help children with social, emotional or behavioural difficulties access the curriculum. She offers both one-to-one and small group support.
- The school has an anti-bullying policy, which is shared with children and is discussed throughout the year in assemblies and in 'anti-bullying' week.
- In consultation with parents, school can arrange to make referrals to the following agencies: Aireborough Children's Services who can provide school based counsellors, the School Nursing team, the Area Inclusion Partnership (AIP) who provide support for children with social, emotional and mental health difficulties, the Speech and Language Therapy Team, the Complex Needs Team.
- The SENDCO and Learning Mentor are available to offer impartial; support, advice and guidance to parents/carers through drop-in sessions, coffee mornings, workshops, one-to-one work, finding practical strategies to support with behaviour and sign posting to local services.
- Pupils with medical needs- If a pupil has a medical need then a detailed Individual Health Care Plan is written in conjunction with parents/carers, school and where appropriate the school nurse/health care practitioner. The plan is then shared with all staff who are involved with the pupil.
- Inclusion Team who deliver a range of interventions including interventions to support well-being.

What specialist services and expertise are available or accessed by school?

At Rawdon St Peters Primary School we have an experienced SENDCO and Learning Mentor who can offer impartial support, advice and guidance to parents/carers.

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by school include:

- SENIT
- Educational Psychologists
- School nurse

- Speech and Language Therapists
- Aireborough Children's Services
- School based Counsellors
- Occupational Therapists
- Physiotherapists
- CAMHS
- The STARS team
- Children's Social Work Service
- SENSAP
- Paediatricians
- Attendance Improvement Officers

Who can I contact for further information?

- If you are considering applying for a place at Rawdon St Peters Primary School please contact the school office team who will be happy to answer any of your questions or to make an appointment to show you around school.
- For further information, you can contact the Head teacher or the SENDCO via the school office.
- You can also find further information about the Leeds Local Offer and services available for children with SEND and their families by visiting the following website: <https://leedslocaloffer.org.uk/#!/directory>

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the Head teacher. The governor with the specific responsibility for SEND may be involved if necessary. This is currently Peter Marsh. In the case of an unresolved complaint the issue should be taken through the general Governors Complaints Procedure (see separate Complaints Policy)