



Special Education Needs (SEN) Information Report

Key Document Details

School Name: Rodbourne Cheney Primary School

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Owner: Tim James

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Approver

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://rodbournecheney.swindon.sch.uk/about-us/school-information/send>.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

The school has many options to enable your child to access mainstream learning, these include the following:

- An Individual Pupil Profile for all SEN children that states how and when a child is supported with what resources are required to enable successful delivering of the support.
- An individual pupil passport detailing needs of a child and what supports them in their learning

TAs that are specifically trained in supporting specific and high needs children.

- Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress
- Access to other professionals for advice

Our special educational needs co-ordinator, or SENCO

Our SENCOs are Titania Hawtin (EYFS, including Reception) and Clare Barham (Key Stage 1 and 2).

They have 2 years' experience in this role and have worked at Rodbourne Cheney for 15 and 9 years respectively. They are both qualified teachers. They are working towards achieving the National Professional Qualification in Special Educational Needs.

They are allocated 3 days a week to manage SEN provision.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

<u>Training programme</u>	<u>When / Time</u>	<u>Who</u>
CP training and Safeguarding	Yearly updates 2 hours	All staff
Medical training	Yearly updates 1 hour	All staff
First Aid	Yearly updates of basic training 3-year reviews for fully trained staff	Some teaching and support staff
ELSA (Emotional Literacy Support Assistant)	2021 6 whole days	1 TA
Little Wandle training	September 2021 with regular (at least annually) updates for relevant staff	Some teaching and TA staff
Helicopter Stories training to Early Years Staff	September 2023	Early Years Teaching Staff
Supporting Neurodiversity in Schools	November 2023	SENCO
Universal Provision and Reasonable Adjustments	November 2023	Teaching staff
Introduction of learning journeys for SEND	September 2022	1:1 TAs
Sensory Needs Training – focus on proprioception and interoception and strategies to support	January 2024	Teaching Staff
Zones of Regulation training delivered by Assistant Educational Psychologist	July 2024	All Staff
Individual pupil profiles	September 2024	Teaching staff and TAs

Teaching assistants (TAs)

We have a team of 7 TAs and 4 Early Years Practitioners.

We have 7 teaching assistants who are trained to deliver interventions such as ELSA, Zones of Regulation, SPARK and SPARK-EY.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

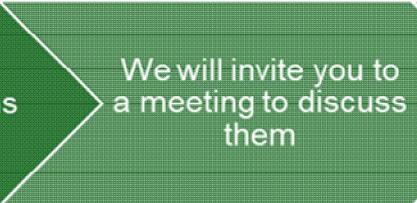
- Speech and language therapists
- Educational psychologists
- Assistant Educational Psychologist
- Occupational therapists
- GPs or paediatricians
- School nurses and health visitors
- Advisory Teachers for Autism (SASS)
- Advisory Teacher for SEMH
- Advisory Teacher for Cognition and Learning
- Hearing Support Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Early Years Quality and Inclusion Team

3. What should I do if I think my child has SEN?

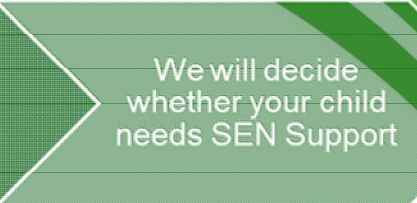
- Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It maybe that later on s/he does not make the progress expected.
- If your child has been to a preschool, nursery or another school, they will pass on information.
- If you have concerns yourself, please talk to your child's class teacher. We have an open-door policy at Rodbourne Cheney Primary School and you are welcome to express your concerns to the class teacher at any time. After school is better than in the morning as there will be more time to discuss your concerns; if this is not possible, please phone the school to make an appointment.
- If we in school identify any special educational needs we will talk to you about it and tell you what support will be put in place. We may ask your permission to involve one or more of the Partnership Agencies.
- If you are concerned about your child's needs at the first instance, please contact your child's class teacher or Mrs Hawtin (if your child is in Nursery, Preschool or Reception) or Miss Barham (Years1-6) via the school office on 01793 534710 or email admin@rodbournecheney.swindon.sch.uk.



Tell us about your concerns



We will invite you to a meeting to discuss them



We will decide whether your child needs SEN Support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCOs Mrs Hawtin and Miss Barham, who will be in touch to discuss your concerns.

You can also contact the SENCO directly admin@rodbournecheney.swindon.sch.uk or call the main school office on 01793 818608.

We will meet with you to discuss your concerns and to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork, or socially. This might include reading, writing, number work, developing friendships, as well as other areas.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

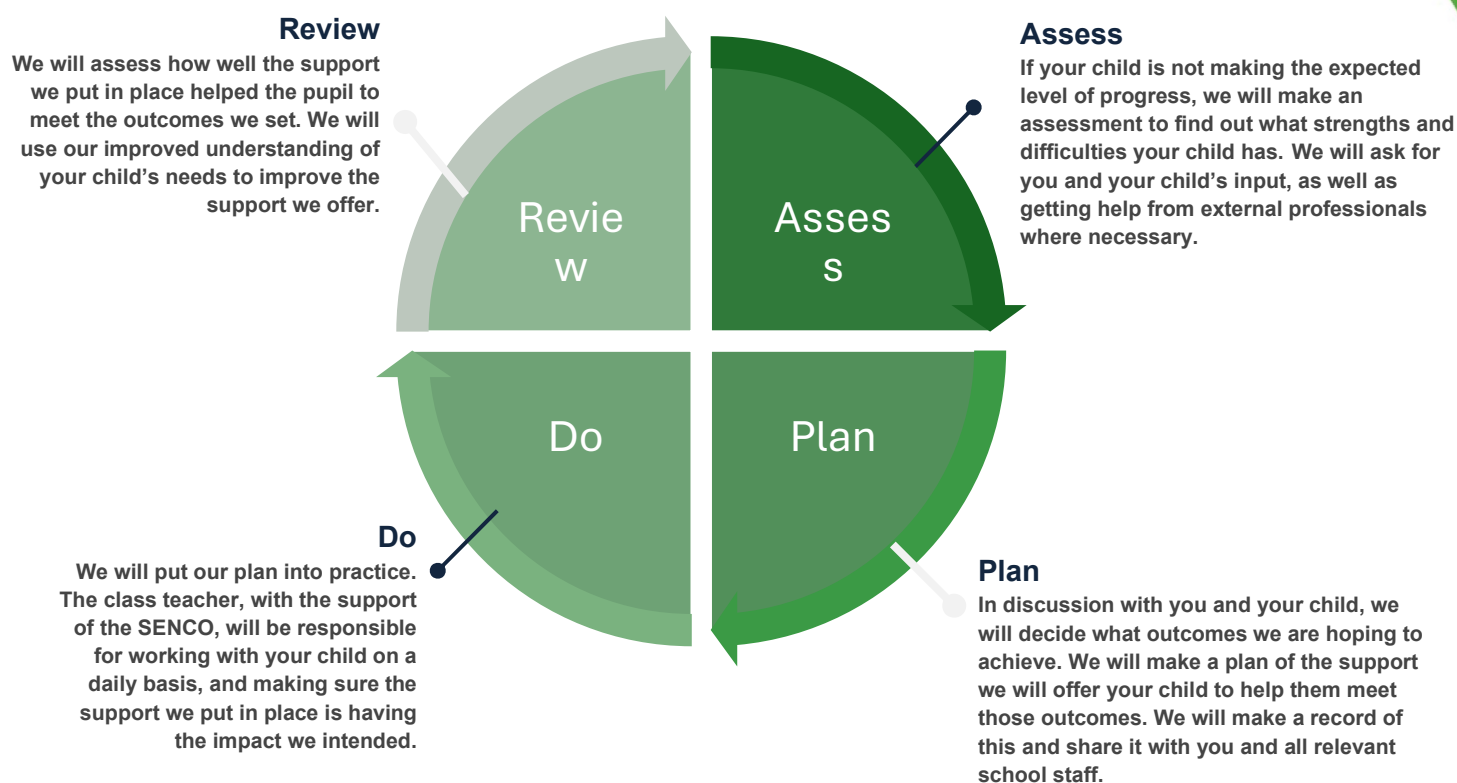
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide an annual report on your child's progress. Reports on your child's progress will also include two parents evening throughout the year and discussion with yourselves, sharing Pupil Profiles. For those children who hold an Education and Health Care Plan, an annual review will be held with the School SENCO and any relevant agencies. If they are open to an early help record for SEN with Mrs Hawtin or Miss Barham, regular meeting will be help with parents and relevant professionals.

Your child's class teacher will meet you three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance or pop into the school office to book a meeting.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Completing a child's view linking to their Pupil Profile
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or pupil voice

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis and in small groups at different points of the day, including lessons and social times.
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Intensive Interactions Now and Next Fiddle toys Focus books Personalised curriculum Movement breaks Outside agencies
	Speech and language difficulties	Speech and language therapy Signalong Use of visuals Modelling pronunciation and sentence structure Focus of Oracy in our curriculum Word of the Week Partner activities
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reading rulers Coloured backgrounds Large texts Different methods of recording Personalized curriculum Quiet work station 1:1 work or small group work
	Moderate learning difficulties	Writing slope Reading rulers Coloured backgrounds Large texts Different methods of recording Personalized curriculum Quiet work station 1:1 work or small group work

	Severe learning difficulties	Writing slope Reading rulers Coloured backgrounds Large texts Different methods of recording Personalized curriculum Quiet work station 1:1 work or small group work Outside agencies
Social, emotional and mental health	ADHD, ADD	Quiet workstation Visual timetables Social stories Intensive Interactions Now and Next Fiddle toys Focus books Outside agencies
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Outside agencies
Sensory and/or physical	Hearing impairment	Classroom placement Acoustics of the room Downtime to reduce the effects of visual fatigue
	Visual impairment	Limiting classroom displays Risk Assessment if needed Larger print Classroom placement Downtime to reduce the effects of visual fatigue Acoustics of the room
	Multi-sensory impairment	Accessible classrooms Outside agencies Personalised curriculum Risk assessment Classroom placement

	Physical impairment	Accessible classrooms Outside agencies Personalised curriculum Classroom placement Risk assessment
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These interventions are part of our contribution to Swindon's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Oxenwood.

All pupils are encouraged to take part in the daily life of school, which includes sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

To apply for a place in our school, parents will need to follow the Swindon Borough Council admissions process. We will meet with parents prior to the start date, to understand their child's needs and ensure any adjustments are made before they start. This might include the reasonable adjustments that might need to be made or any access requirements.

Pupils with an Education, Health and Care Plan (EHCP) at the time of allocation are required to be admitted to the school named on their plan. Once an EHCP reaches the formal proposed stage the administration of the admission of the young person becomes the responsibility of our school.

If we are over the number of children per year group, arrangements will be made for children with SEND to attend our school.

13. How does the school support pupils with disabilities?

Our school is an inclusive school. Pupils with disabilities are supported with:

- Accessible classrooms and movement around the school
- Additional aids such as extra staff assistance, a BSL interpreter, specialist equipment like an induction loop or an adapted keyboard
- A risk assessment to ensure pupils are safe in our school
- The SENCO will support teachers with classroom acoustics, placement and visuals to support pupils.
- The curriculum will be adapted to ensure it meets the needs of all children, including those with disabilities.

Link to Accessibility Plan

[Special Educational Needs and Disabilities Information | Rodbourne Cheney Primary](#)

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our school breakfast club and after school clubs
- We provide extra pastoral support for listening to the views of pupils with SEN
- We have a 'zero tolerance' approach to bullying
- Pupils have the opportunity to take part in a nurture group
- Pupils with SEN can be provided with support from outside agencies
- Pupils with SEN can be supported by our school learning mentor – Jayne Stephenson.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- A whole school move up day where pupils are able to meet their new teacher and adults working in their class.
- Pupils are provided with a Transition booklet to take home, this shares information about their new teacher/s, TA and information about their classroom.
- Transitions to new year groups are discussed with parents in meetings, this might be a TAF meeting as part of the Early Help Process.

Between schools

When your child is moving on from our school, all information will be sent across to the new school and transition meetings may be held on request from yourself, our school SENCO or the new school SENCO.

Between phases

The SENCO of the secondary school will contact our school to discuss pupils attending their setting. They will discuss the needs of all the children who are receiving SEN support and how to support them. Visits to their new schools, these might be additional to the transition days. Parents can set up a meeting with the Primary and Secondary SENCO to discuss the needs of their child and the support in place.

16. What support is in place for looked-after and previously looked-after children with SEN?

Sarah Harris will work with Titania Hawtin (EYFS) and Clare Barham (KS1 and KS2), our SENCO, to make sure that all teachers understand how a looked-after, or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

[Policies & Procedures | Rodbourne Cheney Primary](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Swindon Local Offer. Swindon Borough Council publishes information about the local offer on their website:

[SEND Local Offer | Swindon Borough Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Swindon SEND Information, Advice & Support \(swindonsias.org.uk\)](http://swindonsias.org.uk)

Local charities that offer information and support to families of children with SEND are:

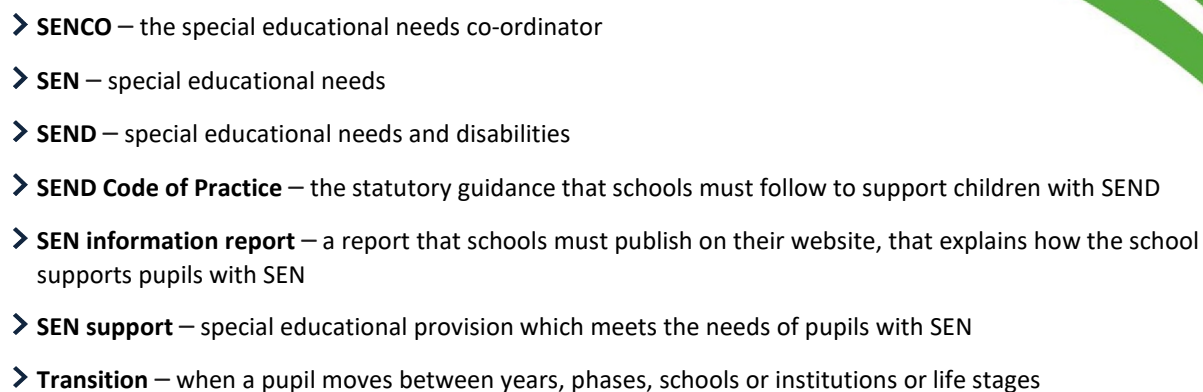
swindonsendfamiliesvoice.org.uk

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adapt** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

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- **SENCO** – the special educational needs co-ordinator
 - **SEN** – special educational needs
 - **SEND** – special educational needs and disabilities
 - **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
 - **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
 - **SEN support** – special educational provision which meets the needs of pupils with SEN
 - **Transition** – when a pupil moves between years, phases, schools or institutions or life stages