

Rushey Green Primary School

SEND Information report

2024 – 2025



Our School

Our School Vision

At Rushey Green Primary School the vision is for our school to be a *centre of excellence, where all children develop the skills to become fully participating citizens and able thinkers, instilled with a lifelong love for learning, prepared for tomorrow's world.*

We are committed to ensuring that all pupils, regardless of their additional needs and learning differences, will benefit from inclusive teaching which will enable them to make the best possible progress in school; to ensure they can actively participate in the wider aspects of school life and; support their readiness for the next phase of their education.



Meet our SENCO

If you have concerns about your child's additional needs and learning differences, please speak initially to their class teacher. The teacher may then refer you to the SENCO.

Our SENCO is [Annisha Thomas](#). She is a qualified teacher and has successfully undertaken the National Award for SEN Coordination.

The SEN Governor is Oliver Payne. Both the SENCO and SEN Governor can be contacted via the school office.

Parents are welcome to contact the SENCO at a convenient time if they have concerns or require advice. The SENCO hosts a regular SEND Surgery which can be booked via this [link](#).

The SENCO attends a variety of meetings when requested by staff or parents; including those with outside agencies.



Special Educational Needs

We provide a broad and balanced curriculum for all children. All pupils benefit from Quality First Teaching within the classroom. Some pupils have barriers to learning, which may indicate that they have additional needs and require intervention and support by the school. The broad areas of SEND needs are:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Rushey Green Primary School we work closely as a team and if staff have a concern about a child, they will discuss their concerns with parents and then complete a referral form. Concerns are also shared by parents and carers.

As a team, we will think about the support required for the child and we will follow the Graduated Response approach of 'Assess, Plan, Do, Review.'

Some pupils may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

On the child's and parents' behalf, Rushey Green Primary School can access the following services for additional support, advice and assessments:

- Educational Psychology Team
- Speech and Language Therapy
- Drumbeat ASD Outreach
- Outreach Inclusion Service
- Community Paediatrician
- Occupational Therapy Team
- Specific Learning Difficulties team
- CAMHS (Child and Adolescent Mental Health Services)
- Lewisham MHST (Mental Health Support Team)
- Lewisham Family Thrive team

Parent consultations

At Rushey Green Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

The SENCO is available at parents' evenings to discuss any concerns. We will also hold [SEND Surgeries](#) throughout the school year.

Annual Reviews – Parents/Carers of a child with an EHCP (Education, Health and Care Plan) will be invited to discuss progress and plan next steps annually. At the relevant point, transition arrangements with Secondary School colleagues will be discussed.

Child consultations

Pupils' views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved in the annual review process and are able to share their views independently or with a supporting adult.

Pupils are given opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress



Our approach to teaching pupils with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. In situations where pupils are not able to access mainstream teaching and learning, we will create a tailored curriculum which is delivered by both teachers and teaching assistants.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide high needs support.

Intervention groups focus on a particular area of need and run for a specific period of time. These may include: Phonics, Lego Therapy, Social Skills support, Pre-teaching, Colourful Semantics, Precision

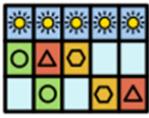
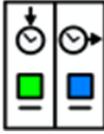
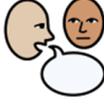
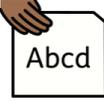
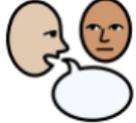
Teaching, Sensory Circuits, Attention Autism and programmes delivered by our Learning Mentor (Mrs Howell) and our Emotional Literacy Support Assistants (Miss Jaydah and Miss Jade).

The BEAM provision is in place for pupils in Years 3 - 6. The pupils within BEAM have a range of needs and are taught within a smaller setting with a high adult to pupils ratio. The emphasis within BEAM is to support pupils to access the curriculum at their individual levels and develop their independence. All pupils within BEAM are not yet at the stage where they are able to access the mainstream curriculum without a high level of adult support.

Rushey Green Primary School also has a resource base for pupils with a primary need of Social, Emotional and Health difference. Pupils accessing the resource base must have an EHCP and applications to the resource base are made via the local authority.



Curriculum adaptations

		
Visual Timetables	Task Boards	Peer support
		
Assistive Technology	Talk Partners	Word banks
		
Recognition Boards	Zones of Regulation	Ear defenders
		
Timers	Sensory tools	Explicit instructions



Pre-teaching



Chunking tasks

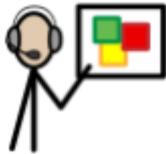


Movement breaks

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

The deployment of support staff is reviewed regularly, in line with pupils' needs and the professional recommendations.

We also seek advice and equipment from outside agencies as and when the need arises.



Staff training

In order to keep up to date with current legislation and changes in practice, the SENCO will attend regular forums with fellow Lewisham SENCOs. This information is disseminated to teachers and support staff as necessary. Inclusive Practice will be part of staff training on a regular basis. Useful training and teaching resources are available for staff electronically. Teachers and Support staff will have in-house and external training to support children with additional needs – this can include specific interventions or conditions; dependent on the current needs of the children in the school.

Some of our staff have completing training in the following areas:



Lego Therapy



Bucket time



Autism (Level 1)



Phonics (catch up)



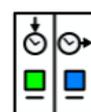
De-escalation strategies



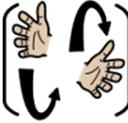
ELSA



Speech and Language



Using visual supports

				
 <p data-bbox="167 817 486 918">Lewisham Local Offer</p>	<p data-bbox="510 604 1428 795">The Children and Families Bill was enacted in September 2014. From this point forward Local Authorities are required to publish and constantly review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is referred to as the 'Local Offer'.</p> <p data-bbox="510 806 1428 884">The intention of the Local Offer is to improve choice and transparency for families.</p> <p data-bbox="510 896 1428 996">It is a valuable resource for families in understanding the range of services and provision in the local area. Please click here for Lewisham's Local Offer.</p>			