

Rushey Green Primary School



SEND Information Report 2022/2023

“Our 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”.

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

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:

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

Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

The Local Offer

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’.

The intention of the Local Offer is to improve choice and transparency for families.

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.

Who should I contact about my child’s additional needs?

Initially, please speak to your child’s class teacher with any concerns. The teacher may then refer you to the SENCO (Special Educational Needs Coordinator).

At Rushey Green Primary School, our SENCO is Annisha Thomas. She is a qualified teacher and has successfully undertaken the National Award for SEN Coordination. The SEN Governor is Chinedum Obi. 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 attends a variety of meetings when requested by staff or parents; including those with outside agencies.

Annual Reviews – Parents 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.

How does Rushey Green Primary School know if my child needs extra help?

Identification to be placed on SEN SUPPORT

Indicators for receiving additional support include concerns from parents, teachers or other specialist support – this is supported by evidence that despite a differentiated curriculum and school based interventions over a sustained period:

- Little or no progress is being made in English or Maths, or the child is working well below age related expectations
- Persistent emotional and social difficulties are evident
- Sensory or physical problems and little or no progress is being made, despite specialist equipment
- Behaviour regularly and substantially interferes with child's learning (and that of the class) following the implementation of a behaviour support plan
- Ongoing communication and interaction difficulties which are having an impact on social relationships and learning
- A difficulty or need which requires further assessments and investigations by school or outside professionals.

Identification for the creation of an EHCP

Following the Code of Practice 2015 (section 9:8) an EHCP can be requested by:

- Young person or an advocate on their behalf (over the age of 16 but under 25)
- The child's parent
- A person who is acting on behalf of the school or post-16 institution (ideally be with the knowledge and agreement of the parent or young person where possible).

Following this, The Code of Practice 2015 (section 9:55) states that the Local Authority must conduct an assessment and then prepare an EHCP when:

- SEN provision cannot be provided from within resources normally available to mainstream, Early Years providers and Schools and post-16 institutions.
- It is necessary for the local authority to make special educational provision in accordance with an EHC plan

EHC Plans must be focused on the outcomes of each child and create a plan detailing how services will work together to support individual needs.

An assessment will not always lead to the creation of an EHCP.

How will my child be involved?

In line with the SEN Code of Practice 2015, children on the SEN register will be at the heart of planning for their provision. The plan this year is for all children on the SEN register to have a one-page profile (pupil passport) or individual learning plan, which is developed in partnership with the child, family (where possible), school and other professionals (when applicable), if appropriate. This will give an overview of the child's strengths and needs as well as give guidance on how best to give support.

During the school year, children, parents, staff and other professionals involved will meet to discuss progress towards outcomes, impact of any planned interventions and planning of next steps.

Children are involved at some point within the meetings in a variety of ways depending on their age and need.

Pupils could:

- attend parts of meeting to give their views
- use visuals to give their views
- draw or write their comments with a familiar adult
- create personalised multimedia presentations to deliver during meetings.
- use their pupil passport

How will Rushey Green Primary School support my child?

In accordance with the SEN Code of Practice (6.44), support and provision for children with SEN should take the form of a four-part cycle, which is known as the graduated approach. It draws on

more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The **four-part graduated approach** is as follows (SEN Code of Practise sections 6.45 – 6.56)

- Assess
- Plan
- Do
- Review

This graduated approach begins with the Class Teacher, with the help of the SENCO when needed (**ASSESS**). Planning must include adapted and scaffolded work for children with additional needs and effective deployment of support staff (**PLAN**). When a specific need is identified (phonics, Maths, English, social skills, etc), the pupil may be placed in an intervention group or strategies implemented in the classroom (**DO**). Progress is monitored continuously and reviewed regularly throughout appropriate intervals in the term (**REVIEW**).

Intervention groups focus on a particular area of need and run a specific period of time. These may include: Phonics, Lego Therapy, Social Skills, Pre-teaching, Colourful Semantics, Precision Teaching, Speech and Language support, Nessy Reading and Spelling, Sensory Circuits and programmes run by our Learning Mentor.

Rushey Green places a big emphasis on supporting pupils' mental health and wellbeing. We have a Learning Mentor, who is allocated to work alongside focus children to support the emotional and social development of our pupils.

On the child's and parents' behalf, Rushey Green can access the following services for additional support, advice and assessments: Educational Psychologist, Specific Learning Difficulties team, Physiotherapy team, Drumbeat ASD Outreach, Behaviour support, Community Paediatrician, Occupational Therapy team, Speech and Language Therapy team, CAMHS (Child and Adolescent Mental Health Services), Health visitors, School Nurses, and other relevant professionals.

The SENCO will make appropriate referrals to support the child's needs, in liaison with the family, and will continue to liaise with outside agencies, where an assessment has indicated a need.

What extra resources are available?

The deployment of Support Staff is reviewed regularly, dependent on the individual's needs within the school. This includes the BEAM provision which is overseen by the SENCo. The BEAM provision is a satellite provision for our pupils in Years 4, 5 and 6, who have difficulties accessing the mainstream curriculum.

We also have a variety of specialist resources to support learning:

Visual timetables, bespoke visual supports, pencil grips, writing slopes, wobble cushions, sensory tools, overlays/reading rulers, phonics reading books, caring cutlery, modified scissors and talking tins, use of technology to record ideas. We also create or find social stories to help children navigate unfamiliar situations, or to help with their understanding of various social situations.

If anything further is required, this can be sourced by the Inclusion Team.

What training have Rushey Green Primary School staff had or are having?

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. SEN will be part of staff INSET 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.

Staff this year have received training in the following areas:

Lego Therapy

Supporting pupils with social communication difficulties

Makaton taster training

Supporting pupils with EAL, who have speech and language difficulties

Running an Attention Building Group

The SEN Code of Practice

High Quality Teaching for Pupils with SEND

Using Widgit to develop pupil independence

Is the school environment accessible?

Health Care Plans to ensure medical and health needs are met are put into place as required, and reviewed regularly.

- There are wider doors in some areas of the school.
- There are accessible toilets within the school.
- Use of a lift to get from the ground floor to the first floor

The Accessibility Plan is regularly reviewed by the Headteacher and Governors.

How will Rushey Green Primary School know how my child is doing? How will I know?

Rushey Green are continually assessing the pupils' learning through ongoing formative assessment in and out of the classroom. Half termly summative assessments are completed for all children in the core learning areas - reading, writing and maths. The leadership team regularly monitors the teaching and learning for pupils with SEND by completing learning walks and workbook scrutinies. We are developing our pupil voice, so that we are able to obtain feedback from the pupils themselves.

Parents' evenings will still take place to enable parents to discuss progress and school experiences with their child's class teacher. If requested, the SENCO can also attend.

The Inclusion Team has an open door policy, and will endeavour to see parents as soon as possible if an appointment is requested. Contact can also be made by telephone, where you can choose to be transferred straight through to the Inclusion Team.

How will my child be prepared and supported during transition?

At all transition points (between classes and key stages children will be given additional visits to their new classrooms/ playgrounds/toilets in order to familiarise themselves. If required, transition books or other arrangements will be made. Meetings between staff will occur through this process to ensure consistency and rigorous handover.

The children will be taught by their new teacher during the Summer term for at least a morning session.

When pupils transfer to Secondary school, the year 6 staff and SENCO will meet with each school to transfer information. All school records will transfer, including historical SEN records.

For year 6 pupils with an EHCP, the secondary school SENCO will be invited to Annual reviews meetings during the final year. Additional visits will be arranged in the Summer term.

What if I am not happy with the school's provision for my child's additional needs?

The SENCO and Leadership Team at Rushey Green is always happy to discuss any concerns you may have. Please make contact via the school office. The school's Complaints Policy can be found on the school [website](#), or you may obtain a copy from the School Office on request.