



SEND Information Report 2021-22

Rye Community Primary School (September 2021)

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

All Aquinas educational establishments are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010) and in accordance with section 65(3) of the Children and Families Act 2014.

What are Special Educational Needs or Disabilities (SEND)?

Special Educational Needs and Disabilities (SEND) can affect a child or young person's ability to learn and their social, emotional and mental health.

Rye Community Primary School is an inclusive setting which seeks to provide support and appropriate provision for children with Special Educational Needs and Disabilities.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote learners working towards becoming independent and resilient learners and should not be seen in isolation.

What are the main areas of need?

The UK Government has published a Special Educational Needs and Disabilities (SEND) Code of Practice (2015). This identifies 4 broad areas of need:

- **Communication & Interaction**
- **Cognition & Learning**
- **Social, Emotional & Mental Health SEMH**
- **Sensory & Physical Needs**

As a mainstream school, areas of need may also include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorders (ASD)
- Social, Emotional and Mental Health difficulties (SEMH)
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Physical Disabilities (PD)



How does the school ensure that children who need extra help are identified?

Children are identified as having special educational needs through a variety of ways.

These may include:

- Analysis of data which indicates that the child is performing below age-expected levels;
- Lack of progress – as discussed at termly progress meetings held with senior leaders;
- Concerns raised by parent / carer;
- Concerns raised by school staff;
- Liaison with external agencies (refer to the list given within this document on page 9);
- Liaison with previous school / setting.

Who Should I Contact to Discuss the Concerns or Needs of My Child?

Contacts	Responsibilities
Class teacher	If you think your child has special educational needs you should first speak to your child's class teacher. They will discuss your child with the Inclusion Leader.
Inclusion Leader / Assistant Headteacher: Mrs Lisa Nice	It is the responsibility of the Inclusion Leader to: <ul style="list-style-type: none"> • Develop and apply the school's SEND policy; • Adapt and refine the curriculum to respond to strengths and needs of all pupils; • Review the academic, pastoral and emotional progress of learners with additional needs; • Coordinate the provision for children with SEND; • Work with families to support their child's learning and SEMH; • Provide families with information about the range and level of support offered to their child and the progress their child is making; • Enable a successful transition to a new class or school for children with SEND; • Liaise with a range of agencies outside of school who can offer advice and support to help learners overcome any difficulties; • Provide specialist advice and facilitate training to ensure that all colleagues are skilled and confident about meeting a range of needs.
Head of School: Miss Kelly Martin	It is the responsibility of the Head of School to manage all aspects of the school, including the provision made for learners with SEND.
Executive Headteacher: Mr Barry Blakelock	It is the responsibility of the Executive Head to drive forward the inclusive ethos, standards and effectiveness of both the primary and secondary school.
Trust member for SEND	It is the responsibility of the SEND Trust member to hold the school to account and ensure that learners with SEND support make appropriate levels of progress.
Contacts You can phone the school office and ask to speak to the appropriate member of staff on 01797 222825. You can email the Inclusion Team at the primary school on senco@ryeprimary.co.uk .	



What is our approach to teaching learners with SEND?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual learner's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all learners can experience success and challenge in their learning.

Typically, within a lesson there would be different levels of work, scaffolding or support materials for different abilities. On some occasions, tasks may be individually differentiated.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups of learners and individuals to move their learning forward. As a school we have a long-term aspiration for all our SEND learners to develop their independent learning skills. Monitoring takes place to avoid learners becoming over reliant and dependent on additional adult support.

How are the school's resources allocated and matched to the children's special educational needs?

We ensure that children with SEND are provided for to the best of the school's ability with the funds available (the SEN notional budget).

Additional funding is available for children who hold an Education, Health and Care Plan (EHCP). This can be accessed using the Local Authority process and the guidance in the High Needs Funding Criteria. Further details about this process will be explained in the LA Local Offer.

How is progress monitored and supported?

On-going monitoring takes place by class teachers and the leadership team to identify learners who are not making progress or who have SEMH / behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key colleagues and parents, additional support will be put in place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties from within the school's existing resources.

Dependent on the level of need, personalised outcomes are set which are relevant to the child and prioritise the key areas of learning or pastoral support. This information is documented onto a 'plan, do and review tracker' or an 'enrichment / SEMH tracker'. Short term outcomes by which progress can be measured are agreed in consultation with **the class teacher, Inclusion Leader** and the **Family**. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed consider each learner's strengths as well as their difficulties.

In some cases, targeted adult support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition or preparation for next steps.

Reviews are held on a regular basis for pupils who hold an Additional Needs Plan (ANP) and access a higher level of in school SEND support to ensure they are accurate and reflective of each child's needs. Parents, carers, colleagues, relevant external agencies and, when appropriate, learners are invited to share dialogue regarding progress. The impact of support offered is considered along with



the progress towards the outcomes recorded within the Additional Needs Plan. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested and a statutory assessment process considered as part of a collaborative discussion between parents / the school.

The EHCP is then shared between relevant professionals and is implemented using a 'Plan, Do, Review' approach. The level of need and support is reviewed yearly through the Annual Review process and it is determined whether outcomes have been met or need to be revised dependent on the individual learner.

Tests and Examinations: Access Arrangements

For some learners, additional arrangements and adjustments can be made to enable them to fully access a range of tests and examinations. This might include: adult involvement through the use of a reader, scribe or prompter; additional time; rest breaks or the use of a word processor. The Inclusion Leader will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by STA can be accepted for access arrangements for public examinations. The school reserves the right to use the expertise and judgement of staff within the school to inform their decisions about access testing eligibility. For more details about access arrangements, please see the school's Assessment Policy.

What is the expertise of staff and what training is provided for them?

All class teachers are teachers of children who have additional needs. They have all had training in SEND and know many different ways to support children to learning in class through quality first teaching.

In addition to this, our Inclusion Leader engages with opportunities to share best practice and keep abreast of current local and national initiatives and policy to support learners with SEND. Specialist knowledge is cascaded to all staff throughout the academic year.

We also have colleagues with specialised expertise and qualifications in school including:

- Accredited colleagues in Dyslexia;
- Colleagues who have specialist knowledge within Speech / Language and physical development (i.e. are trained in Language Link, Speech Link, Jump Ahead and Sensory Circuits).
- The Inclusion Team have enhanced social and emotional training as we feel that **positive mental health is of the utmost importance to ensure that our children are happy, safe and resilient**. Our Assistant SENCO (Laura McDonald) has completed the Mental Health First Aid training and Therapeutic Thinking training. This enables a school-based response to support children with social, emotional and mental health needs.
- Our Family Liaison Officer (Alison Homewood) has specialist knowledge within bereavement and Lego Therapy.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.



We also have colleagues with specialised expertise and qualifications in school including:

- An Inclusion Leader with significant experience of working with SEND learners and experience of managing the specialist provision needed for learners with complex needs within a range of educational settings.

How do we promote learner voice for young people with SEND?

At **Rye Community Primary School**, we believe that taking the views of young people with SEND into account is an essential part of providing successful support. We see it as a key part of developing levels of independence for life within school and beyond.

The views of primary school learners with SEND are considered through the use of informal discussions with our learners, the completion of our 'pupil voice' questionnaire and as part of an Additional Needs Plan.

Learners with an Education, Health and Care Plans play an integral part in their Annual Review.

The views of learners with an EHC Plan are also recorded through the pupil views document as part of the Annual Review process and shared with the Local Authority. Pupil dialogue can also be given during the Annual Review.

For learners with physical, medical or sensory needs it is paramount that the practical assistance where provided agrees with the young person following the advice of any external experts and the family. The young person's views will always be considered before any decisions are made.

Access to Learning and the Curriculum

In our school, learning support staff:

- Are available in all phases;
- Provide regular intervention within classes;
- Regularly attend training;
- Contribute to the development of education support plans.

We use the following strategies and programmes to support speech and language:

- Speech link and language link screening is completed on a need's basis and adjustments to a child's provision made to take account of this;
- Use of basic 'Makaton' signs as part of the school's core provision;
- NELI strategy to enhance language development for learners within Reception and Key Stage 1 (initiative lead by EYFS lead);
- Speech and language therapist advice is disseminated to teaching colleagues;
- Use of personalised speech or language programme for learners with significant speech and language difficulties within school.

We use the following strategies to support and develop literacy including reading:

- Completion of a Dyslexia Screening Test, as required;
- Use of small group intervention programmes;
- Access to assistive technology e.g. touching type programme, Communicate in Print etc;



- Reading support through a paired reading strategy, spelling and reading programmes, additional opportunities to read in school, access to targeted phonics teaching and dyslexia friendly reading materials;
- Use of handwriting interventions.
- On line education experiences are personalised to the individual needs of each child.

We use the following strategies to support and develop numeracy:

- Daily small group provision;
- In class teaching assistant support;
- Use of visual and concrete methods as an aid to mathematical learning.
- On line education experiences are personalised to the individual needs of each child.

We use the following strategies to support and develop independent learning:

- Use of learning partners;
- Use of highly structured activities;
- Opportunities planned to develop independent learning skills.

Our provision to support access to the curriculum:

- Long- and medium-term plans which consider the needs of low, medium and high ability learners;
- Access to alternative recording methods as required;
- Use of visuals, first hand experiences and practical equipment as an aid to independence.
- Access to practical resourcing within maths is available throughout the school.

Pastoral Support

We use the following strategies to support the development of learners' social skills and enhance self-esteem:

- Small group programmes to develop children's social skills as part of our targeted provision;
- An open-door policy with regard to children being able to share and discuss their concerns;
- Access to Lego Therapy for specific learners.

We use the following strategies to promote positive behaviour, reduce anxiety and promote emotional wellbeing:

- **A Therapeutic Thinking behaviour management approach and whole school culture;**
- Access to a school setting that has a child centred approach and nurture-based ethos.
- Use of restorative scripts and solutions focused strategies to help children reflect their choices in a positive way and reduce triggers for anxiety or conflict;
- Use of attachment strategies by school staff to support vulnerable pupils;
- Use of a personalised behaviour plan / risk assessment for some learners with challenging / complex behaviour needs;
- Access to a SEMH programme of support to promote positive mental health for individual children and families;



- Access to a personalised curriculum where behaviour is a significant barrier to learning and compromises the learning of others;
- Use of a 'Rye Smart' and 'Good to Be Green' whole school ethos and language;
- Pupils are encouraged to active contribute to the creation of their class rules and to use the Therapeutic Thinking ethos to assist in this process;
- Access to a Family Liaison Officer who uses her specialist knowledge to work with parents / families within a supportive role to improve educational outcomes for all children at Rye Primary School.

We use the following strategies to support at unstructured times of the day including personal care:

- Staff lunchtime supervision by Rye Community Primary School staff;
- Personal care arrangements as set out within a Healthcare Plan.

We use the following strategies in our planning, assessment, evaluation and next steps:

- Termly points of data capture, reporting and analysis;
- Analysis of learner group progress;
- Analysis of SEND learner progress;
- SLT monitoring;
- Pupil voice.

Transition Information

How will the school help my child move to a new class or to a different school?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition.

At Rye Community Primary School, on transfer, information is gathered from your child's pre-school or previous school. Their needs are discussed with families, outside agencies, their previous or receiving school and the Inclusion Team as part of the transition process.

Pupil and parent views are gathered to identify strengths and barriers to learning for potential joiners.

Information is always sought from your child's previous school on entry into Rye Community Primary School to ensure that we are meeting your child's needs.

At Rye Community Primary School, we believe it is important for our SEND learners to have a positive transition into secondary school. In order to aid this process, dialogue is shared with the Inclusion Leader within the receiving secondary school placement before the end of Year 6 so that your child's additional needs are identified before entry into Key Stage 3. A personalised transition programme may be required for learners with an Education Health Care Plan. The Inclusion team will plan and deliver this in consultation with the child, their family and the secondary school.

Opportunities are given for key professionals to see your child within their primary school setting, parents to meet their child's new class teacher (parent evening slots / virtual tours of the school /



Meet the teacher opportunities). Transition meetings are held between the current / new class teacher and Inclusion Leader as part of our whole school transition procedures. The format of these opportunities will vary according to Covid restrictions and may be via remote access when face to face opportunities are not possible. The school remain proactive in adhering to government guidance.

Increasing Accessibility

We adhere to the Equality Act of 2010 and make reasonable adjustments to improve the accessibility to our environment to meet individual needs.

This may include access to strategies/programmes to support occupational/physiotherapy needs:

- With, the aim to improve a child's gross / fine motor skills.

Access to modified equipment and IT (including enlarged text; magnifiers and assistive technology):

- To increase access and remove any identified physical barriers to learning.

Systems to increase communication:

- Use of visual symbols to aid communication.
- Use of visual timetables.

An inclusive school site:

- Our school has disabled access and facilities at all floor levels (with lift access to the first floor) to accommodate the needs of physically disabled children, adults and visitors.

Partnerships with External Agencies

What other bodies and agencies do we work with?

What support from outside does the school use to support my child?

Our school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Referrals to outside agencies as required;
- Support from a Speech and Language Therapist for specific groups of learners;
- Support from English as an Additional Language Service for school aged learners;
- Educational Psychologist, Communication Learning and Autism Support Service (CLASS), Sensory Needs Service, Education Support, Behaviour and Attendance Service (ESBAS), Occupational Therapy Service, and School Nursing Service.

Access to Medical Interventions:

- Use of individualised Health Care Plans;



- Referral to Paediatrician;
- Referrals to CAMHS.

Liaison and communication with professionals, families, attendance at meetings and preparation of reports:

- At Rye Community Primary School, we implement a ‘Team Around the Child’ approach. This means that external agencies, parents / carers and the Inclusion Team are encouraged to work together to identify what support is needed for your child, set specific outcomes which are relevant for your child and use their expertise to help ensure that academic progress is made against identified outcomes;
- Communication for reviewing progress may be delivered through the use of a ‘Team Around the Child’ meeting between professionals, family, a telephone consultation or through the production of an external agency report.

Support from Other Agencies

Agency	Description of Support
Educational Psychology Service Additional Language Service for school aged learners Sensory Support Service	We may refer to these services if it is deemed appropriate for individual learners. Action will take place as a result of any advice received. It should be noted that this is a costed provision for the school so resources will be allocated on a need’s basis.
Children’s Integrated Therapy and Equipment Services (CITS): Speech and Language Therapy Occupational Therapy Physiotherapy	We may refer to CITS with parental consent through the completion of an ISEND referral. Recommendations may be given following a specialist assessment and consideration given to these recommendations.
School Health Service Health Visitor If your child is not attending school yet. School Nurse If your child is of school age.	A referral to your allocated Health Visitor or a member of the School Nursing Team can be submitted when there is a health concern.
Paediatric Services	A referral to the Paediatric Services can be implemented with parental consent to see whether there is an underlying developmental delay. Paediatric will then decide what is appropriate in terms of next steps for your child. Paediatric Services are also responsible for the diagnosis of specific conditions like ASD.



ISEND Communication Learning and Autism Support Service (CLASS)	A referral can be submitted by parents / carers or by the school to access support and training at an individual or whole school level in the areas of Dyslexia, Autism, Speech, Language and Communication.
CAMHS (Child and Adolescent Mental Health Service)	A referral to CAMHS can be completed with family consent by the school or GP if you have concerns around your child's mental health. CAMHS are also responsible for the screening, diagnosis and management of ADHD.
Educational Professional responsible for children who are looked after.	<p>The Virtual School will monitor the academic process for children who are Looked after. Children's Services are responsible for overseeing and monitoring the care provision for children who are in the care of the Local Authority.</p> <p>The location of the Virtual School or Children's Services may vary depending on which authority holds the responsibility of corporate parent for individual children.</p>
Local offer for East Sussex	<p>Additional information about support for children and young adults with special educational needs and disabilities up to the age of 25 and their families is available via the Local Offer.</p> <p>This can be accessed through your internet browser at: www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer.</p>

Further support (COVID19)

At Rye Community Primary School, we recognise that it is a very challenging time due to the pandemic (COVID19). Further advice and access to external agency support is available for parents / carers on our school website to support SEN learners and families, in response to COVID19. Co-production of the SEND information Report.

Co-production of the SEND Information Report is an essential part of forming the School offer.

All stakeholders, including families, Inclusion Leader, Head of School and Advisory Council representatives have worked to produce this document.

The SEND Information Report should provide practical, straightforward information to families and other stakeholders about your school's inclusive practices and SEND provision.

Further information

We offer impartial, confidential information, advice and support for parents/carers of children with SEND. We offer independent, impartial, confidential advice for all parents/carers with the move from primary to secondary school.

Further information about support and services for pupils and their families can be found at www.amazesussex.gov.uk, www.eastsussex.gov.uk and www.education.gov.uk:

- The Local Authority Local Offer;



- East Sussex Community Information Service (ESCIS);
- The DfE Code of Practice;
- The SEN code of Practice: 0 to 25 years.