



Rufforth
Primary School
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SEND Report - Rufforth Primary School **September 2023**

What is the SEND Report?

The Children and Families Bill became legislation in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Who is the school's special educational needs and disability coordinator (SENDCO)?

Kirsty Cobb is the school SENDCO as her role requires her to ensure provision is made for the care, wellbeing and progress of children with additional needs. She works closely with teachers to coordinate provision for children on the special educational needs register.



Her contact details are as follows:-

Rufforth Primary School,
Wetherby Road,
Rufforth,
YORK
YO23 3QF

01904 806 222

kcobb@rufforth.pmat.academy

Mr Rich Keeling is our Inclusion Governor and works closely with Mrs Cobb on SEND policies, practice and provision.

How does Rufforth Primary School know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- When there is a concern regarding a child's progress.
- When a child's behaviour impacts on their learning.
- When the medical needs of a child impacts on their learning.
- We have received information from other agencies who may already be working with the child before they join us.

What should I do if I think my child might have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns. A meeting should be made with the class teacher where we will listen to your concerns. We will listen to your own parent/carer experience and observations of how your child is outside of school.
- In conjunction with our school views and observations, we can help build a better picture. Class teachers complete an internal referral that documents your concerns and strategies that are already in place to help meet individual needs. The referral form is shared with SENDCO who works with the class teacher to decide next steps.
- Your child may be placed on our "SEN monitoring" list which allows staff to collate data and form a more comprehensive picture of their needs.
- We can arrange for your child to be observed by the SENDCO or, if appropriate, can be assessed by external partners who work with the school or by referral to external agencies who can provide specialist assessment or guidance.
- We will support you throughout this process and review provision regularly to find out what works best for the child.
- If you have any further concerns, or would like to know about specific provision that is available for your child, then contact Mrs Cobb, who is our school SENDCO.



How will I know how Rufforth Primary School supports my child?

- We believe in personalised provision planned by the teacher. When a pupil has been identified with special needs, their work will be differentiated or adapted by the class teacher, to enable them to access the curriculum more easily and effectively. It may be that they need additional resources or provision to allow them to access the work set.
- Children who require provision or support that is additional to or different from the current general class provision, will be given a Pupil Passport. This is a document that is updated termly. It is completed with the child and adults that support them.

It highlights:

- what the child is good at
- what the child finds difficult
- strategies, resources and provision they find helpful
- SMART targets set outlining how these will be achieved
- a termly progress update on the child.

These are shared with parents at 3 points during the academic year and monitored by the class teachers to ensure the children are working effectively towards the targets.

- If a child requires greater support from many different agencies then they will have a document called an SEN Support Plan where there will be an annual review held and an interim review throughout the academic year. If other professionals are involved, then this is a time when they will also share their views. Together the family and professionals will

share information, set targets and present reports. Sometimes children who have been placed on an SEN Support Plan will require an Educational Health and Care Plan (EHCP). This is a statutory document that is agreed by the Local Authority following an application process by the school, parents and external agencies. This document is updated officially during the Annual Review and within school during an Interim Review. With an EHCP, there is annual funding attached to this to help support the child within school. This funding varies depending on the level of support required for the child.

- We may provide additional support in class from the teacher or teaching assistant. Teaching Assistants may be allocated to work with the pupil in a 1:1 or small intervention group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a time-limited intervention group led by either the teacher or teaching assistant. This may be 1:1 or small group work. All interventions are regularly reviewed by those delivering them and by the SENDCO and Senior Leadership Team. This helps to assess how effective they are and to inform future planning. These intervention groups may be led by published material, or will be tailor made by the class teacher for the child's specific needs.
- Termly Pupil Progress meetings are held between class teachers and members of the Senior Leadership Team to discuss progress of all individual children in the class. This shared discussion may highlight patterns of progress or ongoing concerns for individual children. This discussion will then be a platform to plan further support for individual children if required.
- If appropriate, specialist resources may be given to the pupil to help them access their learning tasks e.g. writing slopes, fiddle toys, weighted cushions, pencil grips or easy to use scissors.
- We regularly review our provision and, if further expertise is required, we will ensure staff access relevant training to develop, or further enhance, their skills and professional development.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support, provision and resources, including the deployment of staff and is dependent on a child's individual needs. This is discussed by the School Leadership Team SLT, class teachers and the SENDCo. The school budget is further monitored by the School Governing Body.
- For children in receipt of an Education, Health and Care Plan (EHCP), they have an allocated resource which varies on a case by case basis.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the Senior Leadership Team, SENDCo and Class Teacher. Decisions are based upon termly tracking of pupil progress and may include assessments by outside agencies. Ongoing reviews ensure that the needs of all children are met as fully as possible. The school will ensure that children with an EHCP receive the support laid out in their plan.

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

- Activities and trips are made as inclusive as possible and available to all children.
- A risk assessment is carried out prior to a trip and reasonable adjustments will be made where necessary to ensure all children can access the enrichment opportunities fully.
- Where necessary, individual risk assessments are carried out and procedures are put in place to enable all children to participate. This may require 1:1 or 2:1 support from a teacher or teaching assistant.
- Rufforth Primary School has a variety of extra-curricular clubs that are available for every child to access regardless of need.



What support will there be for my child's overall well-being?



The school offers a variety of pastoral support for all pupils and, more specifically, for those who are encountering emotional difficulties. These include:

- All class teachers are available for pupils who wish to discuss issues or concerns and we pride ourselves on the strong, supportive and nurturing relationships built between teacher and child.
- A variety of interventions, aimed at children throughout both Key Stages, are available for those children who require emotional support.
- The SENDCO (Mrs Kirsty Cobb) and/or the Headteacher (Miss Jill Richards) works closely with families who have many agencies involved with their child including social workers, Specialist Teaching Teams, Educational Psychologists, CAMHS, the School Wellbeing Service etc.
- We can also offer a range of interventions for children who need help to develop their social skills or anger management techniques.
- Midday supervisors are available throughout the lunch hour to support children who require emotional or social support.

How does Rufforth Primary School support children with medical needs?

- If a child has a medical need, then a detailed individual health care plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil.
- Staff receive regular basic first aid training and most staff are paediatric first aid trained. During these sessions, staff are trained in how to administer epipens.
- Where necessary, and via prior written consent from parents, prescribed medicines are administered in school.
- The school has a comprehensive "Medicines in School" Policy that is available for consultation from the school office.



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

In consultation with parents it may, at times, be necessary to consult with external specialist agencies to receive their expertise and additional support. Individual children may be referred through school following written parental permission or through their G.P. or local Children's Centre. The agencies currently used by the school and our families include:

- Educational Psychologist
- SALT (Speech and Language Support)
- City of York Learning Support Hub which includes Autism Outreach, Dyslexia Support, Portage, Deaf and Hearing Support Team, Visual Impairment, Home Tuition
- CAMHS (Child and Adolescent Mental Health Service)
- Orca House
- Social services
- York District Hospital (Paediatricians)
- School Nurse
- SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service.
- Local Children's Centres.
- School Wellbeing Service

These services can offer outreach advice and involvement to support the school, the child and family.

How accessible is the school environment?

At school we are happy to discuss individual access requirements and adapt our Access Plan so that it meets the needs of all of the children in our care.

At present in school we have:

- All classes at ground level.
- Access ramps to doors.
- 1 disabled toilet/hygiene suite
- Single level outdoor areas
- We can provide a translation service for those parents whose first language is not English.
- Classrooms are mainly carpeted throughout to reduce noise for the hearing impaired.
- Doors are wheelchair accessible.
- A Disabled parking bay is provided.
- We can access specialist equipment if required.



How will you help me to support my child's learning?

All parents are encouraged to contribute to their child's education. We feel that this has a positive impact on the child's progress when school and home are working collaboratively.

Children are given daily feedback (either verbal or written), in line with our Feedback Policy, which we encourage our children to respond to. This way our children understand the next steps in their learning.

Regular open sessions are scheduled throughout the academic year to allow parents to see current work and topics that are being taught. You may also approach the Class Teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings.

We can suggest activities and games that you can do with your child to support their learning. We also subscribe to TTRockstars, EdShed, Numbots, Active Learn Bug Club and programmes that are designed for home learning with parents and children working in partnership.

Where there are significant needs more formal review will be required, to which parents will be invited (usually annual and interim) as well as informal discussions with the SENCO and professionals from external agencies. At reviews, children are encouraged to present their own views or present in the meeting. This gives them ownership of their learning and achievement and allows them to represent their own voice. We place great importance on the child's views, wishes and aspirations when setting provision and targets. This is to ensure we maintain a child-centred approach which we believe is crucial to child development.

Further external advice and support can be offered to parents through York Council's Local Offer which can be found here <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>



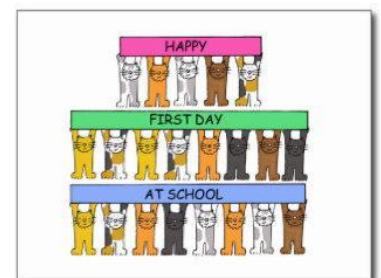
How will I know how well my child is doing?

Your child's progress is continually monitored against national standards by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress, which is discussed with senior staff at termly Pupil Progress meetings to ensure all of our children are making good progress. We also review the provision of individual children and, if required, this is adjusted to meet their specific needs. We share their attainment and progress with parents at parent evenings. At the start of Reception, the Reception Baseline Assessment (RBA) is administered to all pupils in EYFS and assesses literacy, language, communication and early maths. This data is used to judge how much progress they have made by the end of Year 6 through the Standard Assessment Tests (SATs) At the end of Year 1, the children are formally tested using the Phonics Screening Check. This is something that the government requires all schools to do and the results are published nationally. In July, your child will be provided with a written report which details their attainment in line with national age related expectations.

How will the school prepare and support my child when joining Rufforth Primary School or when transferring to a new setting or secondary school?

Many strategies are in place to ensure the pupil's transition is as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits to Rufforth can be arranged as required. Some children may need more transition visits than others.
- The SENDCO can meet with parents before a child starts at Rufforth Primary School and can visit the children and teachers/SENDCO in their current setting where they may attend review meetings prior to transition.
- We liaise with other agencies when there is a wider involvement in the family.
- For transition to secondary schools, the SENDCO can schedule a transition meeting with the secondary school and any other external agencies involved to ensure smooth transition and sharing of information. There is also the opportunity for extra transition days to be planned for the child.



Roles & Responsibilities of the Special Needs Co-ordinator (SENDCo).

The SENDCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with special educational needs and disabilities (SEND).

The SENDCo will liaise with staff within the school to monitor pupil's progress and offer support in the planning of provision. We regularly have contact with a wide range of external partner agencies that are able to give more specialised advice to help us provide the best support for children.

What do I do if I have a complaint about my child's education at Rufforth Primary School?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher, or a member of the Senior Leadership Team as soon as possible. Where an issue cannot be resolved informally, parents should refer to the school's Complaints Policy, available on the website or from the school office.

SEND Terms

There are many SEND terms that are abbreviated - these are detailed below

AAP - Attendance Advisory Practitioner

ADD - Attention Deficit Disorder

ADHD - Attention Deficit & Hyperactivity Disorder

ASC - Autistic Spectrum Condition

CAMHS - Child & Adolescent Mental Health Service

COP - Code of Practice

CP - Child Protection

DCD - Developmental Co-ordination Disorder

EAL - English as an Additional Language

EHCP - Education and Health Care Plan

ELSA – Emotional Literacy Support Assistants

EP - Educational Psychologist

FEHA – Family Early Help Assessment

FSM - Free School Meals

HI - Hearing Impairment

KS - Key Stage

CLA – Children who are Looked After

LEA - Local Education Authority

MLD - Moderate Learning Difficulty

OT - Occupational Therapist

PD – Physical Disability

PSP - Pastoral Support Programme

SaLT - Speech & Language Therapy

SEMH – Social, emotional and mental health

SEN - Special Educational Needs

SEND - Special Educational Needs & Disability

SENdCo - Special Educational Needs and Disability Co-ordinator

SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service

SpLD - Specific Learning Difficulty

SLD – Severe Learning Difficulty

VI - Visual Impairment