

# Rushwick C of E Primary School

## *Ask, Seek, Knock*

*Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.*

## Special Educational Needs Report

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Last reviewed on: October 2023

Next review due by: Summer 2024

Rushwick CE Primary School works closely with the Special Educational Needs Department at Worcestershire Local Authority. Provision at Rushwick is in line with the [local offer](#).

## Our School Vision

'Ask, Seek, Knock'

*Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.*

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our vision and values are rooted in scripture, particularly Jesus' teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values. At Rushwick, working with and for others, we endeavour for all our community to know how much they are valued by one another and God.

Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive, to find and the door will be opened to a world of opportunities.

## Our School Values

### Respect

We treat all others with respect. Being respectful is reflected in the courtesy with which we speak, act and treat one another. Acting respectfully gives people the dignity they deserve. Respect is behaving in a way which makes life more peaceful and orderly for everyone.

### Kindness

We look for ways to help each other, kindness is showing you care about everyone, knowing that everything is part of God's creation. Kindness is being concerned about the welfare of others. Kindness is showing love to someone who is sad or needs your help.

### Trust

We tell the truth and can be trusted. Trust is having faith, hope and a positive outlook. It is relying on and believing in someone or something. It is having confidence that the right thing will come about, without trying to control it or make it happen. We know we are never alone, and that God is always with us.

### Compassion

We understand and care for someone who is in trouble or has made a mistake. It is being kind and forgiving even when others may not be sorry for what they have done. It is caring deeply and wanting to help. It is being considerate and having regard for other people and their feelings. It is also important to show compassion to others and yourself. Compassion is one of the most meaningful ways to show love; it is the outworking of genuine love.

### Gratitude

We are thankful for all we are given and all of God's creation. Gratitude is to be thankful for what you have. It is an attitude of gratitude for learning, loving and being. It is also being thankful for the little things which happen around you and within you every day. It is an openness and willingness to receive each of God's bounties. To be grateful is to have a sense of wonder about the beauty of this world and to welcome all of life as a gift. Gratitude is a path to contentment.

### Courage

We understand that showing courage is doing what needs to be done even when it is really hard and scary. Courage is personal bravery in the face of fear. Courage is going ahead even when you feel like giving up or quitting. Courage is needed in trying new things, in facing the truth and in picking yourself up after a mistake ready to try again. It comes from knowing deep down what is right for you and believing in yourself to do it. Courage can come from prayer and the trust that God will help.

## Facilities

### What happens if my child has SEND?

The school works within the Worcestershire Childrens First(WCF) graduated response cycles which puts the child and their family at the centre of all we do. This is key to the provision for children with additional needs. If your child has been identified as having a disability or special educational need prior to joining our school our SENDCo will contact you to talk in more detail. This will ensure that the school can plan the transition to meet the individual needs of your child. If the school identifies gaps in your child's learning they will be monitored and assessed by the class teacher in the first instance. If the gaps cannot be closed by adaptive teaching the class teacher will ask the SENDCo for further assessment



and advice. Following school-based interventions (delivered both in the classroom and in small groups) it may be necessary to ask for further advice and assessment from outside agencies including Educational Psychology, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy, Physiotherapy or Occupational Therapy and Chadsgrove School Support Services. At all stages of this identification process the class teacher, SENDCo and Head teacher will maintain an open dialogue with parents and permission will be sought for each external referral.

## SEND Policy

This document outlines our school guidelines for children with special needs and is available on our website.

## Equality and Inclusion



At Rushwick CE Primary School we support children with a wide range of Special Educational Needs.

The school makes adaptations to ensure all children's needs are met, including:

- Adapting the broad and balanced curriculum to ensure that all children can access it.
- In class support that may be delivered by offering adaptive teaching to guarantee that the lesson is pitched, matched and accessible, allowing the needs of all to be met.
- Adult support which may be required, although the aim at Rushwick CE Primary School is to ensure that all children are encouraged to become as independent as possible in their learning.
- Using resources, such as I-pads, computers, coloured overlays, visual timetables, personal recording devices, ear defenders, focus toys, coloured backgrounds, larger fonts etc;
- An adapted learning environment where necessary with, for example, less cluttered surroundings to aid concentration, or special seating arrangements to allow children to see or hear more clearly or personal work stations to support distractions and noise levels.
- Adapting teaching strategies, for example, targeted questioning, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Additional adult support at Play and Lunch times.

Provision is reviewed half termly to evaluate the breadth and impact of the support that is offered and/or accessed by our children. The school has a Assess, Plan, Do, Review cycle that is applied to all areas of school life. The impact of all classroom provision and interventions is assessed and changed every half term to ensure that children are learning effectively and that teaching is being successful in addressing the needs of the child.

Rushwick CE Primary School is committed to making reasonable adjustments, including the provision of services for disabled children, to prevent them being put at a disadvantage. Thought is given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage. The school is also committed to preventing discrimination, to promote equality of opportunity for disabled children and to make every effort to remove barriers to learning.

## Medical Conditions

At Rushwick CE School, arrangements are put in place proactively to support children with medical conditions such as Type One Diabetes, Asthma, Allergies, Cystic Fibrosis. Such children will have Individual Healthcare Plans (IHCN) which will specify the type and level of support required to meet their medical needs. Where these children also have SEND, their provision will be planned and delivered in a coordinated way with the healthcare plan to ensure that they can be supported to make good progress.



## Identification of Special Educational Needs

At Rushwick CE Primary School, we believe that a child's needs should be met as soon as possible and therefore early identification of their needs is crucial. We will liaise with pre-school or previous settings if a need has already been identified to ensure that children are provided for from their first day at Rushwick CE Primary School.

Once settled at Rushwick CE Primary School, each new child has their current skills and levels of attainment assessed, building on the information from previous settings through a number of initial assessment including the Wellcomm Screening tool for communication and language. At the same time, school will consider evidence that a child might have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers make regular assessments of progress for all children and identify those making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Lower than matched or better rate of child's progress
- Loss of closed attainment gap between the child and their peers
- Widens the attainment gap.

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social emotional mental health needs in order to access school life successfully.

The school also supports parents whose child has trouble accessing home life successfully, even if their behaviour at school does not indicate any special needs.

If a child is making slower progress than expected (see above), the first response will be offering high quality teaching targeted at their areas of concern. Where progress continues to be less than expected the class or subject teacher, working with the SENDCo, will assess whether the child has SEND. While informally gathering evidence (including the views of the child and their parents) the school will proactively put in place extra teaching or other rigorous interventions designed to secure better progress, where required as the child's response to such support can help identify their particular needs. The school is aware that slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a child being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, staff will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

For some children, SEND can be identified at an early age. However, for others, difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond quickly to emerging needs. When concerns about special needs are raised by class teachers, they will be discussed with the SENDCo and the opinion of parents/carers will be sought because the school believes that parents know their children best. Staff will listen carefully when parents/carers express concerns about their child's development because this information is vital to helping support the child effectively in school. The school will also listen to and address any concerns raised by children themselves.

Parent/carers will be consulted at every stage of special educational needs identification and support, including being advised of the Assess Do Plan Review (ADPR) and in collaborating writing of the referral if required for Education, Health, Care Plan (EHCP). We will always seek the advice of outside agencies, if necessary, to meet every child's needs.

### **Challenging Behaviour**

Staff are aware that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, there is an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be used. The school supports families with issues outside school in a variety of ways, sign posting for help and support at home, parenting courses and a variety of Early Help providers.

### **Social Emotional and Mental Health**

At Rushwick CE Primary School, all staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on wellbeing and sometimes this can be severe. The school has a no tolerance attitude to bullying and has robust systems in place to address any concerns that parents/carers or children may have, which prevent problems escalating. In case of other mental health difficulties, the school works closely with parents/carers in the first instance to offer coordinated support at school and at home. The school is a Trauma Informed School which uses the Thrive Approach and uses these techniques to support the children, alongside offering Reach for Wellbeing and Relax Kids groups. These measures ensure that appropriate provision is made for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, schools considers whether the child might have SEND.

### **English as an Additional Language (EAL)**



The school is aware that identifying and assessing SEND for children whose first language is not English requires particular care. The school looks carefully at all aspects of a child's performance across a broad spectrum of areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND. Children at Rushwick CE Primary School with EAL are fully integrated into school life with their peers and any interventions that might be useful to help them learn the language are implemented swiftly.

## Four Areas of Special Educational Needs

The SEND Code of Practice (2015) outlines the four broad areas of Special Educational Needs. The purpose of using these broad areas is to guide the action the school needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

A detailed assessment of need is undertaken and regularly reviewed to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

## Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.



The school works closely with the Speech and Language Therapy Service and has experienced Teaching Assistants who work closely with children and class teachers to reinforce any learning that has been suggested. Additional training to Teachers and Teaching Assistants will also be provided, where the therapists share information that it uses to support the children in school.

The school recognises that children with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Social Stories will be shared with the children to help them understand the consequences of actions and to build on their knowledge to ensure that they are more successful in social situations.

## Cognition and Learning

The school offers support for learning difficulties as required, when children learn at a slower pace than their peers, even with appropriate differentiation. It recognises that Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.



Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. If enough evidence is gathered then a referral to the Learning Support Team will be made with parent permission. We provide Jimbo Fun (a fine motor skills programme) which helps with handwriting difficulties and mathematical interventions to close the gaps with children with dyscalculia. There is additional support for children with poor literacy skills through interventions.

## Social, Emotional and Mental Health Difficulties

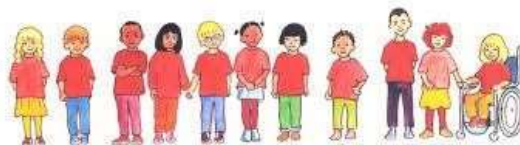
All staff are aware that children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying irregular, disruptive or challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



At Rushwick CE Primary School there are clear processes to support children, including managing behaviour. There is a robust positive behaviour policy that supports children's behaviour and identifies any behavioural needs. If a need is identified the school will put in a behaviour plan and offer support. In some cases, these children will be put onto the Special Educational Needs register. However, this is not always the case as the behaviour may not be an indication of social, emotional and mental health difficulties and other support may be effective. The school will always work closely with parents to decide on the most effective course of action to support the children in school.

### Sensory and/or Physical Needs

The school recognises that some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)



will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. The school works closely with outside agencies such as the Advisory Teaching Service to provide effective support for these children. The school recognises that some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers and makes all reasonable adjustments to enable this. We will seek advice from our physiotherapy and occupational therapy colleagues to ensure we have access to all the necessary equipment.

### Looked After Children



The school makes all possible arrangements to support children who are looked after by the local authority including those who have SEND. We work closely with our colleagues at the Virtual School provided through the Local Authority. Further details can be found here.

### Expectations for Children with SEND

At Rushwick CE Primary School we are committed to providing an education that is appropriate to the needs of all children, including those with SEND, that promotes high standards and allows for the fulfilment of their full potential. The school will strive to enable all children, including those with SEND to achieve their best, become confident individuals living fulfilling lives, and making a successful transition into the middle school.



If a child makes good progress, then in line with the graduated pathway, they may be removed from the SEND register altogether. All children are constantly monitored to ensure that they are making good progress so parents should be reassured that their child will continue to be well supported if this is the case.

At Rushwick CE Primary School, every effort will be expended to ensure that a child with SEND gets the support they need by doing everything that is possible to meet their needs. The school will ensure that children with SEND engage in the activities of the school alongside children who do not have SEND and will actively encourage participation in clubs and other activities that are additional to the curriculum to ensure that these children benefit from as many positive experiences as they can, that are available to them.

Therefore:

- All of our extra-curricular activities and school visits are available to all our children.
- All children are encouraged to go on residential trips
- All children are encouraged to take part in sports day, school plays and church services

The school is committed to supporting all children to be able to access the whole curriculum and puts in support where necessary, either through physical or staffing resources, to enable this to happen. No child is ever excluded from taking part in any activity because of their SEND or disability.

### SEND Support at Rushwick Primary School

Where a child is identified as having SEND, staff Rushwick CE Primary School will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children.

### Assess

In identifying a child as needing SEND support the class, working with the SENDCo, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well

as information from the school's analysis of child progress, attainment, and behaviour. It will also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. The school will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the child is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo will contact them after parental consent has been received.

### Plan

Where it is decided to provide a child with SEND support, the parents will be consulted informally before being formally notified. The teacher and the SENDCo will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. A record of this will be kept centrally as well as in class. Evidence based support and interventions are selected to meet the outcomes identified for the child, to ensure that they are proven to be effective, and are provided by trained, experienced staff. Parents/carers are given every opportunity to be fully aware of the planned support and interventions that happen in school. Plans also involve parents/carers in reinforcing and contributing to progress through activities that happen at home.

### Do

The class teacher is responsible for working with the child on a daily basis. At Rushwick CE Primary School, staff believe that children should remain in the classroom as much as possible, so any planned interventions will usually take place here. Where interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the child. The teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### Review

The effectiveness of the support and interventions and their impact on the child's progress are reviewed termly. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents/carers. This feeds back into the analysis of the child's needs. The class teacher, working with the SENDCo, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents/carers are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must cooperate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

### Teaching Strategies

All children with SEND are valued, respected and equal members of the school community. Their individual learning styles are considered by each teacher and support staff during planning, assessment and learning activities, as are those of their peers.

Quality first teaching, adaptive teaching for individual children, is the first step in responding to children who have, or may have special educational needs. Class teachers retain overall responsibility for all children in their class, including those identified as having SEND. Increasing levels of support from the SENDCo are available to the class teacher, depending on the nature and severity of need.



Rushwick CE Primary School has a clear behaviour policy, which sets out guidelines that all children are expected to adhere to. We aim to continually and consistently identify positive behaviour choices that children make and praise them. We have clear rewards and sanction systems throughout the school. A child with behavioural needs, whether they are on the SEND register or not, may well be given a Pastoral Support Plan that outlines the provision that is in place to support them to improve their social skills. If they are on the SEND register, this may become part of their APDR cycle.

The school provides a broad and balanced curriculum but adapts this to enable children with SEND to make good progress. In class support may be delivered through offering scaffolding. It is possible that adult support may be required although the aim at Rushwick CE Primary School is to ensure that children are encouraged to become as independent as possible in their learning. Some children require an adapted learning environment with, for example, less cluttered surroundings to aid concentration, or special seating arrangements to allow them to see or hear more clearly. The school will make every effort to adapt the classroom environment to aid the learning of its children.

For children who require support for improving their emotional and social development, the school also provides support at play times and lunch times to enable social skills to be explicitly taught through play. Staff on duty at lunchtime also offer one-to-one interventions for children who need more targeted support.

For children who are anxious about bullying, there are four play leaders on duty each playtime. Their role is to talk to children and support them to resolve conflict, find someone new to play with and or make an adult aware. All situations are treated as learning opportunities and children who are vulnerable are empowered to make decisions about the course of investigations and outcomes. Parents/carers are kept informed about the outcomes of any investigations and support that is offered in school so that everyone is as clear as possible about the situation and the plan going forward. More information is available in the school's Behaviour Policy.

### Transition

Parents of new children starting in September are invited to attend a meeting in the summer term before the children start school. Children are invited into school to get to know their new Reception class in the summer term. This is in addition to home visits for all reception pupils starting at Rushwick.

Meetings are arranged for those children who are already known by SEND Services to make school aware of their needs.

At Rushwick CE Primary School we have transition arrangements for all children moving classes and Key Stages. Children requiring more comprehensive transition will have several opportunities to meet their new teacher and classroom, before the start of term in September. For children with SEND, further strategies are implemented to support them to build a relationship with their new teacher including sharing of photographs of the teacher and classroom, and 'keeping something safe' for them to bring back in September.

When children leave Rushwick CE Primary School to go to Secondary School, meetings are arranged between the schools with their Inclusion Leads/SENDCOs being invited to meetings during a child's time in year six. The SENDCO and class teachers meet to discuss each child. Some SEND children may have additional visits with a teaching assistant to familiarise the children with their new school environment.

School shares information with the Secondary School (or other) setting to which your children are moving to with the agreement of parents/carers. If there are child protection issues, the school is obliged to share information with the next setting.

### Involving Specialists

Staff at Rushwick CE Primary School will involve external agencies when a child works at levels substantially below those expected of children of a similar age or continues to make less than expected progress. Parents/carers will always be involved in any decision to involve specialists and this will be recorded as part of the SEND record system.

The local offer sets out clearly what support is available from different services and how it may be accessed. Rushwick CE Primary School commissions specialist services directly including, but not only:

- Educational Psychology Service
- Bereavement Counselling
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist
- Vision Impairment Team



The SENDCO, class teacher, together with the specialists, and child's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Where appropriate, these parent/carers will be invited to SEND meetings and their advice will always be incorporated into plans to promote good progress and support.

### **Contacting Us**

#### Office

Telephone: 01905 422502

Email: [office@rushwick.worcs.sch.uk](mailto:office@rushwick.worcs.sch.uk)

### **Independent Advice**

- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) which provides information, advice and support on matters relating to children with special educational needs and disabilities <http://SENDiassglos.org.uk/>

### **What to Do If You Are Not Satisfied**

If you are not satisfied with the provision or support your child is receiving:

- Your first point of contact is the class teacher
- Then the SENDCO.

If you are still not satisfied that your concern has been addressed, contact:

- The head teacher, or
- You might prefer to contact the SEND governor.

If you are still not satisfied, please:

- Follow the procedures in the school's complaints policy, details can be found on the website.