



ROTHWELL C OF E PRIMARY ACADEMY

SEND INFORMATION AND LOCAL OFFER

Policy Presented	September 2016
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Principal	Darren Foulke
Chair of Governors	Mary Tailby

What Parents / Carers might want to know about the SEND Provision at

Rothwell C of E Primary Academy

1 How do you know if children need extra help?

There are a number of ways we identify children who may need extra help. If not identified by the previous setting the child has been to, the adults working in class will flag up any issues they have noticed with the relevant member of the Inclusion Team so that further assessments can be made to begin to identify the most appropriate help they will need, this will include discussions with parents/carers to get as full picture of the child as possible.

If you feel your child is having difficulties at school and needs extra help you can contact the Class Teacher or a member of the Inclusion Team. Our Inclusion Policy gives detailed information on Rothwell SEN contacts in school and how we as a school are committed to helping all students.

2 How will you support my child with SEND?

Your child's Class Teacher or a member of the Inclusion Team will work with you to plan a programme to suit your child's needs. The plan is normally reviewed every half term, unless there is a need to review sooner (or annually if more appropriate for medical needs). Your child's programme is delivered by the Class Teacher, Support Assistant or a member of the Inclusion Team as appropriate. This information will be written on your child's Individual Education Plan (IEP) or Individual Behaviour Plan (IBP). Our School Governors oversee SEND provision for the school, and our Inclusion Policy has been approved by all our Governors.

3 How will the curriculum be matched to my child's needs?

At Rothwell C of E Primary Academy we pride ourselves in matching our curriculum as closely to each group of children we teach as we can. Wherever possible we encourage the children to plan what they would like to learn and spend time at the beginning and end of topics assessing where the children are with their learning. We put a great emphasis on the impact of Quality First Teaching from the Teacher in the classroom using a variety of teaching strategies. As part of this, differentiation can take a number of forms including small group work, 1-1 work and a range of individualised learning activities.

We encourage all our children to take responsibility for their own learning and have high expectations for themselves. This is evident in the growth mindset approach we take and in the "Challenge" system started in our Reception Classes. The adults in school are used in a number of ways depending on the needs of the children. They may work supporting an individual, group or whole class as different needs arise, either in the classroom or delivering a planned intervention in an area away from whole class teaching. The Inclusion Team meet regularly to discuss the progress of children and to discuss the effectiveness of the provision we are offering based on assessments.

4 How will both you and I know how my child is doing and how will you help me to support their learning?

We like to meet with parents/carers every half term to discuss how things are going both at home and at school. This takes the form of parent/carer Consultations at the end of each term and a more informal meeting at the end of each half term. During the meeting, we will discuss how learning is planned and what we are doing in school, and what you can do to support your child at home. Additionally IEPs/IBPs are regularly shared with you. The Inclusion Team are happy to make appointments to speak to you if you have any questions. Class Teachers will always speak to you after school if you would like a more regular update of any issues that arise.

Each half term next step targets are set for pupils and shared with parents/carers. Class teachers are always happy to give further information on any areas your child is struggling with and ways you can help at home.

When your child starts in Reception we have a curriculum evening early in the year so you can be involved in your child's learning as early as possible. Throughout the year we also hold workshops for Reading, Writing, Maths and Phonics so you can see how we teach things in school and what you can do at home to support this.

5 What support will there be for my child's overall wellbeing?

At Rothwell we have two Learning Mentors who work with vulnerable children, or any child with a particular need. This support can be requested by a teacher or a parent/carer. Our Learning Mentors are also able to access support from professionals within the Rothwell Cluster. These are professionals who work with parents/carers and pupils across both Primary and Secondary schools in Rothwell.

If your child requires any medicines or tablets we are happy to administer these once you have completed a consent form, which you get from our school office. If your child needs further support for medical issues, or has a long term medical issue which requires extra help and support being given, please contact the school SENCO who will be happy to discuss this with you.

We believe that regular attendance at school contributes to a child's learning, achievement, and wellbeing. Attendance is monitored closely by our Learning Mentors and we are happy to support parents/carers to improve their child's attendance.

At Rothwell we believe that every child has a voice and can contribute to the school with ideas they may have. Our school council meet regularly for children from years 1-6. They discuss issues raised by other students and look for solutions.

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

Our school SENCO works closely with our Trust Speech and Language Therapist. Our Speech and Language Therapist visits the school and sees children on her caseload every two weeks. We also liaise with the NHS Speech and Language Therapy Service. We have a number of staff in school who are legally trained to deal with any Child Protection concerns.

The Rothwell Cluster offer therapeutic, attendance and support work to parents/carers and families and our Learning Mentors are able to access this support on behalf of pupils and families.

We also have a good working relationship with a group called STARS who support children and families with Autism. The organisation provides training for our staff and we can discuss concerns we may have about a child, and they provide support and guidance in accessing the best help available.

If we have any concerns about a child, we have access to various support services in Leeds who will give specialist advice.

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

We always work with parents/carers to encourage all children to participate in all areas of school life e.g. trips, after school clubs and holiday clubs. Our staff will go that extra mile to ensure your child feels confident and happy to attend these. The Inclusion Team monitor the attendance of our vulnerable groups in activities outside the classroom .

8 How accessible is your environment?

The school has a disabled toilet. All classrooms can be accessed by a wheelchair.

9 How will you prepare and support my child to join your setting, school or college and how will you support them to move on to the next stage, or move on to adult life?

When a child is due to start in our Reception, we have visit sessions where children can spend time in the setting. If it is felt your child needs more than one visit we are happy to accommodate this. We also have meetings for parents/carers before your child starts school and soon after, where parents/carers are given information about our school.

Information is sent home prior to the summer holiday to help your child prepare for their start at our school. We have a phased entry for children starting in our Reception in September to support them in adjusting to starting full time school

At the end of each year we have a number of transition sessions to discuss any queries about the new year group your child will be starting in September. Children will meet their new teacher and see their new classroom on a couple of occasions before September to help them adjust to their new environment. If a child is particularly anxious about transition a programme can be put in place to ease this. There is then an opportunity for you to come and see your child's new classroom in the new year, once they have settled in.

For children in Year 6 who will be moving on to secondary school we have a full transition programme to support their move. Staff from their chosen secondary school will visit Rothwell and a visit to the secondary school also takes place. All pupils moving on to Royds and Rodillian will move to high school two weeks prior to the end of term (Academic Year 2014-15). All student files are transferred to the new school to ensure a smooth transition.

For children who choose to transfer to our school during the school year, our Learning Mentors work closely with them to help them settle in to their new environment.

10 How is your budget for SEND allocated?

Our budget for SEN is spent in the following way:

- Staffing: We provide targeted support for SEN pupils. Approximately 82% of our budget is spent in this way.
- Delivering interventions and small group work
- Training: We regularly invest in the training of our staff. This includes new and effective interventions as well as keeping staff informed of latest developments in supporting pupils with SEN.
- Resources: often we need to purchase specialist equipment for our pupils this might include special rests, writing equipment etc.
- Trips out to enrich learning for our SEN pupils

11 Who can I contact for further information?

Although your child's Class Teacher is the first point of contact if you need to discuss any concerns, or you need any further information, we believe that every member of staff in our school has a role to play in your child's education. So if you are worried about anything, any member of staff will be happy to speak to you

Our named Inclusion Manager is Tracey Wheatley and she can be contacted via the school office if you have any specific worries or concerns. She will be more than happy to make an appointment to speak to you.

You can also find lots of information about other services for children and young people with SEN and disabilities in Leeds, on the Leeds Local Offer website www.leeds.gov.uk/localoffer .