

Rectory Farm Primary School



**Our Special Educational Needs and Disability (SEND) Offer
to meet the needs of pupils with
Special Educational Needs and/or Disabilities
to ensure that they make the best possible progress in school.**

Last reviewed January 2019

At Rectory Farm Primary School we:

- Identify children with SEND and ensure provision is made in accordance with the SEN and Disability Codes of Practice January 2015
- Appoint an Inclusion Leader
- Invest in whole school and targeted training for staff
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'
- Provide information on school arrangements for SEND to parents and governors
- Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability
- Publish on a school website the school SEND policy and a description of the arrangements and specialist provisions made for children with SEND - including the accessibility plan.

Our commitment and aspirations

Rectory Farm Primary School is a fully inclusive school that ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, to ensure that they reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and accelerate progress.

We aim to ensure that children with SEND at Rectory Farm Primary School make good progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers and the children themselves, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. Continuing professional development is important to ensure that all teachers and teaching assistants have up to date training and expertise to support children with SEND. Specialist expertise is secured to meet the needs of individual children and we have good relationships with a number of external agencies, who assess children and advise parents and schools. Other useful links include the Northamptonshire's County Council website for Special Educational Needs: www.northamptonshire.gov.uk/localoffer. Impartial, confidential and free information, advice and support about matters relating to Special Educational Needs and Disabilities can also be obtained from the Information Advice and Support Service for SEND in Northamptonshire at: www.iasnorthants.co.uk.

Who are the best people at school to talk to about my child's SEND?

Class Teacher - responsible for;

Planning the curriculum and differentiation and assessing your child's progress

Stella Clarke, Inclusion Leader - responsible for;

Co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEND reviews and liaising with all agencies involved in your child.

Sarah Heslop, Head teacher - responsible for;

The day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.

Sally Perkins, SEND Governor - responsible for;

Making sure the necessary support is made for every child with SEND who attends the school.

Leadership of SEND Provision

Our Inclusion Leader, Stella Clarke, co-ordinates support and interventions across the school and from outside agencies. The Inclusion Leader will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils, should be available to the whole class.
- Class teachers are responsible for planning the curriculum and assessing your child's progress, including those with additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class teacher, working with the Inclusion Leader, will assess whether the child has SEND.
- Where a Special Educational Need or Disability is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHC).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND.

How will I know how well my child is doing at school?

In our school we have:

- An open-door policy - parents are always welcome
- Strong partnerships between parents and teachers with regular communication
- Meetings with Inclusion Leader whenever required
- An annual written report from the class teacher

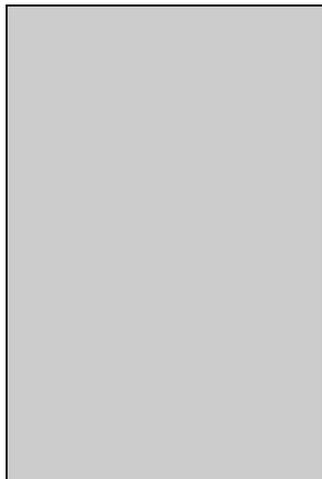
The different types of support that may be available for children at Rectory Farm Primary School is set out below:

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	<p>As a whole school our ethos and practice includes:</p> <ul style="list-style-type: none"> • Strong School Values • Consistent application of the school's behaviour policy • Value related messages reinforced in weekly assemblies • Value related certificates awarded weekly • Relationship sessions which uses a restorative approach in supporting children to build positive relationships with friends and adults in the school community • A positive, supportive and nurturing environment • A daily lunchtime group led by the Learning Mentor and a Teaching Assistant where groups of children are supported • PSHE curriculum – Jigsaw • Protective behaviours • One Page Profiles • Family Support Worker supports well-being daily across both Key Stages • Anti-bullying • A 'Heroes Journey' which supports transition from Year 6 to Secondary School • Worry boxes in classrooms • Social stories at the end of the summer term to support transition to new class • Meet and Greet • Pre and Post Teach to promote self-esteem and self-confidence • Continual Professional Development of teachers and teaching assistants 	<p>Interventions highlighted below are planned, implemented, assessed and reviewed:</p> <ul style="list-style-type: none"> • Cherry Tree Nurture Class • Drawing and Talking • Lego Therapy • All about me • Social Stories • Flip your lid • Pets as Therapy <p>External agency support:</p> <ul style="list-style-type: none"> • CAMHS • School nurse • Specialist Support Services • Educational Psychologist • Bereavement and Loss (FSW) • SEMH panel <p>Adaptations to the physical environment e.g. space for a 'time out' and additional support during unstructured times e.g. at breaks and lunchtimes can be implemented. Behaviour Management Plans and Pastoral Support Plans are</p>

		<p>implemented to ensure consistency. Boxall profiles and SDQ's (Strength and Difficulties Questionnaires) are continually reviewed to define need and measure impact of interventions.</p>
<p>Speech, language, communication and interaction</p>	<ul style="list-style-type: none"> • All Reception children screened using the Wellcomm assessment for early identification • Staff in Early Years have undertaken 'Talking Success' training to enable early identification and support for children with speech, language and communication needs • Speech, Language and Communication Progression Tool used to assess Key Stage 2 children who are not progressing as expected • Strong emphasis on speaking and listening and phonics teaching • Communication friendly learning environments – (e.g. widgeits) • Clicker 7 electronic writing support • Drama4Writing embedded across the school • Visual timetables and structured days • Individual learning styles understood with a personalised curriculum e.g. tray tasks • Differentiation by level, outcome and grouping • High quality first teach with appropriate pitch and pace • Personalised support within the class • Additional TA support within class • Continual Professional Development of teachers and teaching assistants • Whole school focus on developing vocabulary across the curriculum 	<p>Interventions highlighted below are planned, implemented, assessed and reviewed:</p> <ul style="list-style-type: none"> • Time to Talk • Friendship Formula • Language for Thinking • Colourful Semantics • Barrier Games • 1:1 speech and language support • Black Sheep • All about me • Socially Speaking • Lego Therapy • All about me • Barrier games • Paired Reading • Play Therapy <p>External agency support:</p> <ul style="list-style-type: none"> • Advice and support from Target Autism and Autism Outreach • Speech and Language • Community Paediatrician • Educational Psychologist <p>Adapted and alternative communication systems are used and the physical environment is adapted to provide space for children to relax (what makes me feel good) and work (work stations). Comic Strip</p>

		Conversations and Social Stories are also used to support children.
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> • High quality first teach • Continual Professional Development of teachers and teaching assistants • Inclusive learning environment • Differentiation of the curriculum and teaching • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment • Pre and post teach 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes including Individual Education Plans • Child friendly targets • Differentiated resources – personalised support wallets • Specific and measurable interventions that support transferable skills into the classroom and demonstrate impact • Access to ICT equipment and alternative methods of recording • Access to small teaching and learning groups • Additional in class TA support • Additional specialist teaching support <ul style="list-style-type: none"> • Educational Psychology assessment / support
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> • Referral to Hearing Impairment Service or Visual Impairment Service • Provision of specialised equipment, including technology • Curriculum is adapted – e.g. work enlarged to meet individual needs for visually impaired children and interactive white board mirroring used. • Seating position within class prioritised • Continual Professional Development of teachers and teaching assistants • Multi-sensory approach to teaching with practical reinforcements • Mobility and movement programmes • Four First Aiders holding Paediatric First Aid certificates 	<p>External agency support:</p> <ul style="list-style-type: none"> • Visual Impairment Service • Mobility Officer • Hearing Impairment Service • Occupational Therapy • Physiotherapy • Liaison with medical professionals <p>Personalised adaptations to learning environment:</p>



- Learning environment modified to meet individual children's needs
- Individual health care plans for children with physical or medical needs
- Additional resources adapted and modified to reduce individual barriers to learning e.g. sloping boards, coloured paper
- Use of personal iPad/ laptop
- Clicker 7
- Touch Typing
- Enrichment opportunities

Sunshine Club

Sunshine Club is a daily group which is led by the Learning Mentor and a Teaching Assistant to provide additional support children at lunchtimes. Children with SEND are enabled to engage in activities with children in the school who do not have SEND, to support and improve emotional and social development. Sunshine Club is an additional pastoral support arrangement which listens to the views of children.

Raising Self Esteem and Developing Skills

It is part of the School policy to deal with behavioural issues in a positive way so that children can learn from situations and recognise how to deal with potential difficulties in the future. We work to support pupils in developing skills to support real life learning situations, such as dealing with conflicts, recognising how to deal with negative emotions and taking responsibility for our own actions. These skills and experiences are also explored as part of PSHE lessons and circle time activities.

Relationship sessions

Relationship sessions centre on Restorative Practice philosophy and is used at Rectory Farm to support children to take responsibility for actions, resolve conflicts and build positive relationships. Rectory Farm embraces relationship sessions as a means of empowering the whole school community to build a consistent structure to support children in their relationships with others. It considers everybody's needs and nurtures relationships whilst recognising responsibility, encouraging accountability and repairing harm done to

relationships. It develops emotional literacy through teaching children how to communicate with one another using a set of 6 key questions.

1. What happened?
2. How were you feeling at the time?
3. Who do you think has been affected/involved?
4. How does he/she/they feel?
5. What can we do to make this better?
6. How is everyone feeling now?

Cherry Tree class nurture provision

Cherry Tree Class is our nurture room where children with SEMH needs are supported to develop social and emotional skills. Our aim is for these children, having spent a dedicated amount of time in 'Chery Tree Class', to reintegrate fully into classroom life where they are able to flourish using learnt techniques to overcome previous social and emotional barriers.

The Principles Underpinning the Cherry Tree Room

- Children's learning is understood developmentally: taught lessons are included, but structured play activities appropriate to a child's developmental level are an important part too.
- The Classroom offers a 'safe base': the day is clearly structured and adults are reliable, firm and consistent. Adults aim to understand each child individually (what works for one doesn't work for another).
- The importance of nurture for the development of wellbeing: activities through which we can achieve this include cooking, having meals together, sensory circuits, Lego therapy and associative and co-operative play.
- Language is a vital means of communication: children take part in circle time and snack to support communication. Children are spoken to and

never “about/over”. Children are encouraged to communicate feelings with their spoken language.

- All behaviour is communication: We look at why something has/is happening and support children to communicate difficult feelings in positive ways. Behaviour contains a message that needs to be interpreted.
- The importance of transition in children’s lives: Adults are always available to support at these times, supporting children to settle and understand change.

Cherry Tree Lunch Club

Cherry Tree Lunch Club is available as a means of continued support for those children who have reintegrated completely into their main class. It is open Monday, Wednesday and Thursday lunch times and takes place in Cherry Tree class with sessions underpinned by the nurture principles.

Friendship Formula

This intervention is for a group of up to eight children and is lead by two teaching assistants. The biggest strength of this intervention is the sense of belonging it gives to the children taking part. They belong to a group and look out for each other. The objectives for the group are as follows:

- I can tell you why I feel part of a group
- I can tell you the things that hurt my feelings
- I can understand that everyone is different and unique.
- I can understand that ‘giving’ can make me feel happy.
- I can give and receive a compliment
- I can tell you what being a good friend means to me
- I can disagree with someone’s opinion without falling out
- I can tell you what I have learnt in the friendship group.

What happens if my child with SEND makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice (January 2015) or through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school. Our designated SEND Governor is Sally Perkins.

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