

# Rayne Primary and Nursery School



## Local Offer for Special Educational Needs and Disabilities

At Rayne Primary and Nursery School we are committed to inclusion and this is a belief we all share rather than just a strategy for raising standards. Children are the most important people in our school; each one is different and we work hard to preserve what makes them a unique individual.

Our school culture is positive, supportive, and inclusive, and we do everything we can to ensure that all children are successful and have access to everything that we offer. Children are not defined by the difficulties or disabilities they may have.

We know each child really well and the good relationships we have with them are vital to our success. We also know that working closely with our parents and families is essential as together we strive for the best outcomes for our children. This is why we have a designated "Parents' Room", an "Open Door" policy backed up by fortnightly "Open Afternoons" for Reception and Key Stage 1 classes, half termly "Open Classrooms" in KS2, and Headteacher "Evening Surgeries" every two to three weeks, in addition to the more usual Open Evenings.

Nearly all children will find aspects of their work difficult at some time – this is a natural part of learning and the challenges that are part of high expectations. Teachers continually assess children's progress, engage with them, and adapt their teaching to tackle this. However for some children, their ability to learn is affected by the needs and disabilities they have and additional or special provision may be necessary.

### Special Educational Needs (SEN)

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can generally be considered as falling under four broad areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and / or physical

### Our Special Educational Needs and Disabilities Team

Class teachers have a responsibility for all the children they teach but the following people have a particular responsibility for Special Educational Needs provision in our school :-

Inclusion Leader / Special Needs Co-ordinator (SENCO) Paula Mogford

SENCO Teaching Assistant Emily Bloomfield

**(All of the above can be contacted through the school office Tel 01376 324959 or by email [admin@rayne.essex.sch](mailto:admin@rayne.essex.sch) or through "Contact Us" on the school's website)**

### Identifying and Assessing Special Educational Needs

We collect a wide range of information about children when they first start school in Nursery and Reception (including information provided by parents, pre-school settings, home visits, visits to pre-schools etc). This helps us to build a picture of each child in terms of their stages of development, their interests, what they can and cannot do, and any particular things they are good at or have difficulty with. It also provides a baseline from which to measure progress.

If a child is admitted at other times e.g. mid KS1 or KS2, information is received from the previous school.

As children move through the school, we continually assess and monitor their progress and consider this in light of previous attainment and against National age-related expectations. This includes : -

- Learning Journey Books
- Assessment feedback and marking
- Observations
- Pupil discussions
- Work scrutiny
- Phonics screening
- Literacy assessments (including reading, writing and spelling)
- Maths assessments
- Assessment at the end of Foundation Stage, Key Stage 1 and Key Stage 2
- Analysis of Target Tracker data

Some Special Educational Needs are clearly evident and easily identified, e.g physical impairment, visual, hearing and speech impairment, others may become apparent and be identified through monitoring as above e.g. specific learning difficulties in certain subject areas, failure to make expected progress. SEN may also be identified in response to parental concerns. We would then seek further and more detailed assessment of needs in school through the expertise of existing staff (SENCO, SENCO TA), or through referrals to other services.

A child may be admitted to school with additional needs already identified or a statement in place in which case all existing information would inform our planning and provision, and a meeting would be arranged (before admission if possible) to ensure that we were well prepared to maximise success.

### **Parental Involvement**

We work closely with parents and we want them to be involved in, and take an interest in their children's education. In addition to the many opportunities we offer for consultation, for children with special educational needs, we meet more frequently to discuss and review progress and the impact of provision. In line with our graduated approach, this will vary according to the individual child's level of needs and difficulties. It may involve meetings with:-

- classteacher
- classteacher, teaching assistant and SENCO
- SENCO / specialist teachers / Educational Psychologist

and for children with a statement of SEN (or EHC Plan in future), annual review meetings attended by all those involved in assessment, and specialist support as well as relevant school staff. The headteacher may be present at any of the above meetings if relevant.

Where the child has significant health issues or medical needs, we will meet with parents (and health professionals) to draw up management protocols for staff to follow, and consider training needs.

## **Pupil Involvement**

Children's involvement is an integral part of our approach; we have good relationships with them, talk to them all the time, (and listen) and we are supportive and encouraging. Children generally want to improve and get better at what they do and they respond positively to the discussions we have with them about steps to take, what others can do to help and what their views and opinions are. Progress and learning reviews may involve conversations with teachers, teaching assistants (TA), Special Educational Needs Co-ordinator (SENCO) and headteacher.

Children may also be invited to more formal review meetings and contribute, or their views may be gathered by the relevant member of staff in advance and shared at the meeting on behalf of the child.

**To ensure progression and continuity as the child is admitted and then moves through school, comprehensive transition arrangements are in place :-**

### **Admission to Nursery**

"Stay and Play" sessions for toddlers; Information meetings for parents (and Booklets / Guides); Staff visits to child's home, and pre-school settings; Pre-school visits to our Nursery; parent / child sessions in Nursery "Starting Nursery" booklets for parents to record and share information about their child; assessment information passed to us from pre-schools / child-minders

### **Transition to Reception**

Visits for parents and tours of the school; Reception class teaching assistants work in Nursery one morning per week; Reception Teacher visits to Nursery, Nursery children visits to Reception; Taster Lunches; Nursery children using main school facilities – Hall, ICT suite, Library, KS1 playground attending KS1 assemblies and being part of Harvest Festivals/ Christmas Plays etc. Continuation of "Learning Journeys" and Early Years Target Tracker as records of children's learning and progress.

### **Reception to Year 1**

Meeting for Parents; transition sessions with new teacher before changing class; designated time for information sharing; Foundation Stage records and EFYS Data

### **Year 2 to Year 3**

Meeting for Parents; Welcome to KS2 Booklet for children; transition sessions with new teacher before changing class; designated time for information sharing; Target Tracker Data

### **Year 6 to Year 7 (secondary education)**

Meetings for Parents and opportunities to visit secondary schools; visits from Year 7 teachers including discussions with Year 6 children; meetings for Year 6 and Year 7 staff to discuss individual children and their needs; taster day for children in Year 5; two transition days at secondary school (summer term) Additional individual visits to secondary schools for ESN children accompanied by SENCO, teacher or teaching assistant; Liaison meetings between primary and secondary school SENCOs.

For children who have a Statement of Special Educational Need (or EHC Plan in future), a special Annual Review meeting takes place when the child is in Year 5 so that an appropriate school, provision and preparations for transfer can be explored at an early stage.

When children transfer to or are admitted from another school at other times, all records are passed on including SEN information and the SENCOs from both schools will liaise.

## **Approaches to Teaching and SEN**

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils have support from teaching assistants or specialist staff.

The needs of all children vary and we operate a “graduated” approach to provision – levels of support are linked to the needs of the child and the degree of difficulty they experience. This will range from teacher adaptation of activities, differentiated group work in class, support from the class teaching assistant, intervention groups etc., to provision which is “different from and additional to that normally available to pupils of the same age”:- individual programmes and resources as advised by the SENCO, specialist teachers, educational psychologist and any other agencies or services involved; and in some cases an Education Health and Care Plan.

In providing for special educational needs we follow a process of “assess, plan, do, review” – i.e. we consider what the needs of the child are; agree a plan to address these, with longer term objectives but clear actions to take over shorter timescales; we put the plan into practice; we monitor and review the effectiveness of provision and amend as necessary before starting the cycle again.

Current interventions and support groups include :-

- Accelerated / Accelewrite
- Lexia
- My Maths
- ELS
- 1<sup>st</sup> Class @Maths
- Attack Spelling
- Smart Thinking
- Power of 1
- Toe by Toe
- Motor Skills
- KS2 Maths Intervention Groups
- 1 to 1 Tuition
- CPOC Exercises
- Clever Hands
- Memory and Attention
- Speech and Language
- Bubble Time
- GymTrail
- Circle Club

## **Supporting Access to the Learning Environment, Curriculum and other Opportunities**

All buildings on our school site are on the same level and where necessary permanent ramps (e.g. Nursery to outdoor areas) or movable ramps (to allow access over some door thresholds) have been fitted. Double or 1½ width doors in most parts of the building make the site accessible and a number of toilets have been adapted for disabled users.

Access to the curriculum is supported through careful lesson planning which includes differentiated activities and strategies and resources matched to the needs of the child and his / her starting points. Additional adult support is made available and advice from specialist teachers is also incorporated including any special resources recommended - e.g. visual timetables, equipment to support gross, fine motor skills and physiotherapy, special chairs etc. Assistive technology including ICT resources and software is used as well as e.g. additional monitors linked to interactive whiteboards for children with visual impairment.

Every effort is made to ensure that all children have access to clubs and other activities on offer in school such as “Scrapstore Playpods” at lunchtime. We enrich the curriculum through educational visits (and a residential week in North Norfolk for Older children), and enable participation for all through e.g. organisation of wheelchair enabled transport; use of “all terrain” wheelchairs; SENCO or other adult including parent accompanying individual children on trips.

## **Staff Expertise and Training for SEN**

The SENCO has achieved the National Award for SEN Co-ordination and regularly attends LA Information Update sessions and Local SEN cluster meetings. The SENCO and SENCO Teaching Assistant have a range of skills and expertise including assessment. All staff have received training relating to SEN and continue to attend courses as advised by e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist etc. Training is also arranged as part of preparation for the admission of a child with additional needs.

Current staff training covers a variety of aspects including:-

PlayPod – Play Leader, ADHD, Autism, Counselling, Speech Therapy, Letters and Sounds, Espresso, Epi-pen use, First Aid, Pie Corbett / Talk for Writing, Makaton, Communication in Print, Quest Literacy Support, Maths for Teaching Assistants, Literacy for teaching Assistants, Numicon, 1<sup>st</sup>@Number, Specific Medical Treatments, Dyslexia, Derbyshire Language Scheme, ICT to support children with SEN, ICT and Maths, Cache Level 2 Teaching Assistant Course, Catch Up Reading, Grammar for TAs, Positive Play, Outdoor Learning, Lexia Training, Memory Difficulties, ASD, Maths for Pupils with Dyslexia, etc.

## **Effectiveness of Provision for SEN**

For individual children with SEN, planned activities are evaluated continually and are often “fine-tuned” or adapted and amended in light of the child’s responses.

The effectiveness of provision and its impact on learning is also a key focus for individual SEN review meetings when pupil work and progress reviews, observations, logs and records maintained by teaching assistants, both pupil and parent views are considered. Progress is measured in terms of the planned objectives and targets and also against more formalised measures such as assessment levels, steps and statements, “P Scales”, phonics checks and other tests as well as statutory assessments.

The effectiveness of overall SEN provision in school is also evaluated. This is informed by :-

- Intervention Reviews
- Summaries of parent views and pupil surveys
- Annual Reviews
- Teacher reports / Annual school reports
- Analysis of National Curriculum end of key stage assessment information
- Data Analysis using Target Tracker, Raiseonline and Fischer Family Trust Live tools
- Commentaries from Ofsted inspections

## **Emotional and Social Development**

We are committed to all aspects of the child’s development and understand the importance of self-image and emotional well-being. This is evident in :-

- Positive behaviour systems; KS1 “Blobs” and Gold Box rewards
- Gold Book Certificates; KS2 House System
- Celebration of achievements and focus themes in assemblies
- Personal, Social, Health Education within the curriculum
- Curriculum enrichment through visits, visitors and special theme days and weeks
- Christian Youth Organisation involvement in Assemblies, clubs and Y6-Y7 transition
- Policies for “e-safety” and “Bullying”
- Pupil surveys and School Council

- Responsibility roles in school; Buddy System
- Bubble Time groups; Circle club; Gym trail; and Smart Thinking groups
- Counselling arranged where appropriate
- Coffee Spot visits with elderly members of the local community

### **Support from External Agencies and Bodies**

We draw upon the skills, knowledge and expertise of other organisations outside school including health and social care, local authority support services, and voluntary sector. We secure their involvement and support through referral processes for assessments and guidance on appropriate provision, for example :

- General Practitioner [GP]
- Paediatrician
- Colchester Primary Ophthalmic Clinic [CPOC]
- Children and Adolescent Mental Health Service [CAMHS]
- Speech And Language Therapist [SALT]
- Social Care
- Educational Psychologist [EP]
- Specialist Teacher Team [STT]

We also support families by signposting to:

- Family in Focus
- Family Solutions
- APEX parent support group
- Play And Resource Centre [PARC]
- FACE - Essex
- ARK
- Parent Partnership
- Essex Dyslexia Support
- ADHD Chelmsford Group
- Other Local Support groups
- Local Authority Offer

### **Complaints**

Complaints from parents of children with SEN about the provision made at our school are handled in line with the school's Complaints Policy which is available at the school office.

All of the information here applies to children with special educational needs, including those who are looked after by the local authority.

This information should be read alongside the information provided by the local authority which can be found at <http://www.essexlocaloffer.org.uk>

If you have any queries about the content of our Local Offer or would like more information, please telephone us on 01376 324959 or email [admin@rayne.essex.sch.uk](mailto:admin@rayne.essex.sch.uk)