

# **SEND Information Report for Rackheath Primary School 2020/21**

## **Part of the Norfolk Local Offer for Learners with SEND**

### **Introduction**

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At Rackheath Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Hannah Hughes - SENDco
- Chris Ashman - Headteacher
- Danny Sweatman - SEND Governor

If you think your child may have SEND please speak to their Class Teacher or contact Hannah Hughes our SENDco on 01603 720098.

### **Our Approach to Teaching Learners with SEND**

At Rackheath Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we remain responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy by looking on our school website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision. We also offer a system of planned and systematic interventions which are monitored by both SENDco and class teachers. Our SENDco also has the opportunity to meet with class teachers and discuss pupils needs.

## **How we Identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

At Rackheath Primary School, we use a range of assessments to identify our SEND children. We discuss children with our SENDco regularly and also we use a variety of in school assessments to see a child is facing ‘significantly greater difficulty.’

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Rackheath Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will conduct assessments to put appropriate interventions in place. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

## **Assessing SEND at Rackheath Primary School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Rackheath Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENDco) will also support with the identification of barriers to learning. We have a range of assessment resources in school and tools available.

For some learners we may want to seek advice from specialist teams. We have access to various specialist services but these may be commissioned from individual school budgets. We have access to services provided by Norfolk County Council, which are: ASD specialist support assistant; Child and adolescent mental health service (CAHMS);

attendance officer; Access Through Technology (ATT); Virtual School for sensory support; Children's therapy teams (Speech and Language, physiotherapy and occupational therapy)

### **What we do to Support Learners with SEND at Rackheath Primary School**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. We call this differentiated provision. The Teacher Standards 2012 detail the expectations on all teachers, and we at Rackheath Primary School are proud of our Teachers and their commitment to matching provision to the needs of learner. The Teacher standards are available at [www.gov.uk](http://www.gov.uk) website

Our Teachers strive to explore new, individualised strategies to enable access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Positive behaviour reward systems

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

At Rackheath Primary School we share our work throughout our cluster so that we are able to continue to develop our good practise and learn from other professionals.

Our provision is also shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### **Funding for SEND**

Rackheath Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum.

As a school we can also apply for top-up funding to support children who need additional support from what we already provide. This funding is allocated on a needs level, with priority given to children who have an EHCP.

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Rackheath Primary School. Parents / carers, pupils and staff are involved in reviewing the impact of

interventions for learners with SEND. We follow the ‘assess, plan, do, review’ model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents / carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the EHCP plan will also be formally reviewed annually.

The SENDco collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school data is also monitored by the Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra curricular activities. At Rackheath Primary School we aim to provide a diverse range of clubs and activities, however, due to our current Covid-19 restrictions these are currently on hold. Please keep an eye on our weekly newsletter for further updates. Our children do have access to a variety of music lessons which are currently running.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head Teacher or SENDco to discuss specific requirements.

All staff at Rackheath Primary School work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments.’

The Equality Act 2010 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap

between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

### **Prevention of Bullying**

At Rackheath Primary school, we are committed to providing a caring, friendly and safe environment for all of its students, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to inform staff and know that incidents will be dealt with promptly and effectively.

We will constantly strive to ensure the prevention of bullying in all its forms by helping students to understand what bullying is and why it occurs. We will work with pupils and their parents or carers to overcome bullying in our school and regularly review our anti-bullying system to enable us to respond fully to the needs of our students.

### **Preparing for the Next Step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Rackheath Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5 for children with EHC or Statement, to ensure time for planning and preparation.

### **Have Your Say**

Rackheath Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

### **Useful Links**

- [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)
- Parent Partnership
- [www.dfe.gov.uk](http://www.dfe.gov.uk)