

SEND Information Report – May 2021

The Raleigh School Response in SENDCo

1 Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO

The school has a SEND policy which can be found on the school website. The SENDCo is Mrs Chalk: 01483 282988 and info@theraleigh.org. Staff meet half-termly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.

1. Class teachers monitor all of the children in their class daily. Through their ongoing daily work with the child, they will identify if a child is finding particular areas difficult or will identify areas of strength.
2. Class teachers will monitor all of the children's progress and behaviour in a range of subjects/areas and will discuss any concerns with the SENDCo (Special Educational Needs Co-ordinator)/parent as and when required.
3. We also have termly pupil progress meetings 3 x a year and look specifically at the children who are 'slow or rapid' movers and discuss appropriate interventions to close the gap/or extend further depending on their need. Children are continually assessed in school, both formally and informally and this data is analysed rigorously to enable a clear and up-to-date picture of progress and attainment for each individual child. Equally, those children exceeding expectations are continually highlighted and achievement is acknowledged through weekly certificates, laminated termly certificates and annual Progress Shields.
4. If a parent is concerned about their child they should contact their class teacher in the first instance who will then discuss it with the SENDCo. As and where appropriate the SENDCo will arrange a meeting with the parent which the class teacher may attend as well.

2	<p>The kinds of special educational needs that are provided for</p>	<p>We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with: · Cognition and Learning · Communication and Interaction · Social, Emotional and Mental Health · Sensory and/or Physical needs. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <ol style="list-style-type: none"> 1. All teachers differentiate their lessons to meet the needs of all children in their class and offer their support through ‘scaffolding’ or providing additional time etc 2. If a child has difficulties/strengths in a particular area they may be included in a termly focus group (where appropriate) 3 x a week for 20 minutes with a TA (Teaching Assistant) or teacher. All focus groups within the school are co-ordinated and monitored by the SENDCo. They may also be recorded on the school census which would mean they will also have a SEND Support Arrangement Plan (SSAP) document containing specific, measurable, achievable, realistic and time bound targets tailored to the individual. It is the class teacher’s responsibility to explain this to the parents of the child, produce and review this termly and to discuss it with the child. Each term the parent is given a copy of this document and is invited to meet with the SENDCo or class teacher to discuss this further. Throughout the week, depending on the target, the individual will receive extra support in the targeted areas. This support is typically provided by the teaching assistant (TA). If their output does not meet their input we will consider whether outside agencies need to become involved. Once considered the class teacher and/or the SENDCo will discuss the proposal with the parents. Where an intervention is seen to have been unsuccessful we are quick to react and will often try further strategies and/or seek external advice and guidance. 3. All children’s progress at our school is tracked rigorously and discussed at a pupil progress meeting with the Key Stage Leader and Assessment Co-ordinator to ensure all children make good or better progress regardless of their need. Vulnerable groups are discussed specifically as they are expected to make as good progress as their peers. After this meeting any ‘new’ identified needs are discussed
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		<p>directly with the SENDCo.</p> <p>4. The school has a dedicated SEND (Special Educational Needs and Disability) Governor who continually monitors the SEND provision and meets with the SENDCo on a regular basis.</p>
3	How will the curriculum be matched to my child's needs?	<ol style="list-style-type: none"> 1. All lessons are differentiated, usually 3 ways but this depends on the needs of the class. Throughout the week the 2 adults in the classroom (teacher and teaching assistant for mornings only in Years 5 and 6) work with different groups of children to ensure their individual needs are targeted accordingly. This small group work (1:6) is highly beneficial for the children as it is very specific to that group of learners' needs. 2. We tailor the child's provision to their learning, so we may offer social stories, social skills groups etc. If they have an EHCP (Educational and Health Care Plan) they will have a designated adult working with them for the number of hours beyond the first ten stated on their statement. 3. Extended Learning Team (ELT) groups operate in Year 4, Year 5 and Year 6 (with an additional catch up group 1:10-1:30) where the lower 10-15 children in the year group benefit from smaller class sized teaching groups in reading, writing and/or maths. The intent of these groups is to close the gap in order to match the attainment of their peers by teaching the 'in year' curriculum with more individualised/personalised learning. 4. We aim for the Talented, Able and Gifted (TAG) children to benefit for a minimum of one focus group per year. E.g in some year groups we run a TAG Maths group 3 x a week. In Year 6, we link closely with specific secondary schools eg Royal Grammar School which offers 'master classes' for the more able. Children are selected to attend these programmes. All of our planning is flexible and adapted each year to match the ability and interests of the cohort.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ol style="list-style-type: none"> 1. Parents are able to book an appointment to see their child's class teacher or the SENDCo via the school office as and when required. 2. SSAP documents are sent home 3 x a year with clear targets outlined for the child and a letter informing the parents about their targets. Within these letters there is space to write down what additional work the parents will do at home and to request an appointment. Consistent support towards specific targets has proven to be invaluable so we always share ways that the parents can help at home.

		<ol style="list-style-type: none"> 3. A Home School Contact book is offered to families who have a child with an EHCP. 4. Adult courses such as 'parenting' workshops are advertised in Headlines, our school newsletter. We also have parents evenings twice a year. 5. Termly meetings are held with the SEND Governor. These often contain areas for development. 6. Equally, we offer parents the opportunity to attend internally led workshops which demonstrate how a curriculum area is taught in school for example in core subjects such as maths or the use of online resources such as: SPAG.com/Mathletics/Read Theory which help parents understand the teaching strategies currently used. 7. On the first Friday of every month we have 'Open House' where the parents can come into school to look at their child's work. 8. 2 parents' evenings are held annually where teaching staff share children's academic and emotional progress.
5	<p>What support will there be for my child's overall well-being?</p>	<ol style="list-style-type: none"> 1. Medicines are kept in the school office and a member of the office team administers these. 2. Every teacher has the name and photograph of all children who are asthmatic/have allergies in their classroom which is updated annually or where needs fit. Severe cases are discussed at staff meetings when appropriate and absence is authorised if needing to attend specialised appointments (and an appointment card is provided). When appropriate we liaise closely with hospital schools to give the children the best support possible. 3. We work very closely with the Home School Link Worker (HSLW) who currently works 1:1 with specific children to raise their self esteem/help them overcome tricky/unsettled periods of time. As and where appropriate she leads on programmes such as 'Drawing for talking.' She is also able to work with the parents to help them eg complete forms, attend parenting groups, offer support with housing etc. This is often completed in their home but we always offer a quiet, private place in school if the parent would prefer. As we are an Academy we are able to buy into the 'Behaviour' support specialised team if required. 4. On a weekly basis each class teacher awards a certificate to a child who has performed well that week and awards the class with the highest attendance in a whole school assembly. Likewise, lunchtime supervisors provide the Headteacher

		<p>with Citizenship Certificates (demonstrated through lunchtime play) which are awarded weekly. The Head invites parents in to discuss poor attendance and offer support.</p> <ol style="list-style-type: none"> 5. Personal, Social, Health Education (PSHE) and RSE (Relationship, Sex Education) lessons are taught regularly which cover a wide range of well being aspects such as internet safety, the meaning of bullying, 'drugs' and relationships education. 6. Our Behaviour and anti bullying Policy is updated annually and is read and understood by all staff. It includes expectations of behaviour, sanctions and rewards. 7. We operate a 'buddy' system with our Year 6s looking after special friends in Reception, and our Year 5s having reading friends within Year 1. (The buddies are expected to model good behaviour during playtimes and lunch breaks and encourage the younger children to do the same). 8. Children experiencing pastoral or behavioural issues are discussed on a weekly basis at staff meetings and these minutes are circulated to all staff afterwards. Photos of these children to note are also circulated to all staff. 9. Where the need arises, we may bring in specialist outside bodies to offer training and advice eg we offered Bereavement Counselling to staff who had children in their cohort with parental terminal illness. Our Bereavement Policy gives clear guidelines for supporting parents, children and staff.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>1 Teaching Assistant has achieved an accredited certificate in Speech and Language.</p> <p>We access the following services:</p> <ul style="list-style-type: none"> Mainstream Speech and Language Language and Learning Support Educational Psychologist School Nurse Mental Health Nurse Home School Link Worker Behaviour Support <p>We have worked very hard to establish excellent relationships with all outside bodies and a TA is released when a specialist or agency comes into school to work with a child, so that they are able to mirror the provision offered by the specialist on a regular basis.</p> <p>Termly, the SENDCo meets with external team members to discuss the needs of all of the</p>

		school and to target specialists to help with particular children.
7	What training are the staff supporting children with SEND had or are having?	<ol style="list-style-type: none"> 1. Our SENDCo holds the SENDCo Masters Certificate with Distinction. 2. Previously, we have had training from Susie Hoddell on speech pronunciation and the delivery of key sounds. 3. Language and Learning has delivered training on Dyslexia and Dyscalculia and supporting Maths for the least able and Clicker 6. 4. Precision Teaching and bereavement training has been led by the Educational Psychologist. 5. TAs are asked termly to highlight any training they need which will enable them to work more effectively within their current cohort and wherever possible these needs are frequently met. 6. Behaviour support have delivered training on positive 7. Emotional Coaching has been delivered by the Educational Psychologist 8. Termly TA meetings on CPD topics.
8	How will my child be included in activities outside the classroom including school trips?	<ol style="list-style-type: none"> 1. As a school we aim to be fully inclusive and ensure children can access all of the activities by altering them as and when required. We discuss any changes required with the parent and meet their needs accordingly e.g. when a child is on crutches we allow them and a buddy to come into school early to avoid the early morning rush. We discuss the trip in advance with the parents, may take additional staff or may invite the parents as an additional member of staff if it is anticipated that they will need extra breaks for a rest etc. 2. We always want our children to feel fully included and to attend learning outside of school so we encourage parents who are struggling to afford the trip to contact us to see if we can help financially. Social stories may be written in advance of a trip to help the children understand what they are about to experience. 3. We place great importance on the benefit of residential trips and have put in place a variety of arrangements to ensure the inclusion of all children eg arranging special accommodation. 4. For the talented children we run a talented swimming club, we enter children into a range of sporting events and promote 'talented' clubs. 5. Some teachers offer an extra-curricular club providing a great range for the children (many opportunities) which are open to all children. Our aim is to try to offer something that will interest all children; we have recently offered

		clubs for art, music, drama, DT (Design and Technology) and many sporting clubs.
9	How accessible is the school environment?	<ol style="list-style-type: none"> 1. All downstairs classrooms are accessible by wheelchair and there is 1 disabled toilet. Support is offered to parents with English as an Additional Language and to parents who have learning needs by helping them complete paperwork, attend meetings, offering a larger font for newsletters, printing newsletters out and by having an open door policy. There are ramps for various entrances and high visibility grab bars leading into a recently refurbished building. 2. Additional support resources are bought for children with special needs, stored in a centralised location unless specific to the individual child. If it is specialised equipment it will be kept in the child's classroom. Class teachers tailor their classroom layout/displays depending on the needs of the children.
10	How will the school prepare and support my child to join the school and/or transfer to a new school ?	<ol style="list-style-type: none"> 1. Initial communication will take place with the Office Manager who will ask for school forms to be completed. Children who join us in their Reception year have a full induction programme including visits by the children to the school, visits by the staff to the nurseries and home visits just before they join. Children who join in other years will be given a starting date and will be asked to come into the school office on the first morning where he or she will be taken to their classroom. The class teacher will provide them with a 'buddy' to take them on a tour of the school pointing out key areas e.g. the toilets and support remains as required by the individual. The class teacher or the SENDCo will contact the previous school for additional notes on the child. Where necessary, a member of school staff (SENDCo or class teacher) visits the previous school to ascertain what resources and teaching strategies are in place for a particular child, to ensure a smooth transition. 2. When a child leaves our school his/her school details/ a scaled score/teacher assessments/records/interventions are given to the office who sends them onto the new school. If we feel it is appropriate we will phone the new school to give additional information on the child/family. Also if it is appropriate and where possible we will produce a 'social story' about moving schools to prepare the child for this move. 3. Transition: In the summer term transition meetings are held with our 2 main feeder secondary schools when we discuss individuals/provision and social groups.

		<p>They are invited to attend Annual Reviews to support with transition and are invited to observe the child in their current setting before transition begins.</p> <p>4. Where the need arises, we will provide a special Transition Booklet for a child which will give an example of a timetable, maps, photographs of key places such as canteens, classrooms, library, SEND room etc, backed up with 1:1 visits with a TA to the new school. The SENDCo is also available to discuss needs/requirements in more detail.</p>
11	How are the school's resources allocated and matched to children's special educational needs?	<p>1. All income and expenditure, together with budget monitoring, reports and cash flow forecasts are regularly reported to and discussed with the Trust before being reported to the Local Governing Body. The annual budget is linked to the School Development Plan. Monies allocated specifically for SEND purposes are discussed with the SENDCo.</p> <p>2. The SENDCo monitors the provision of the Pupil Premium (PP) children (expenditure) termly using a tracking system. Within this document the children's academic targets are tracked termly. From this additional group, time/resources specific to the child are allocated accordingly.</p>
12	How is the decision made about what type and how much support my child will receive?	<p>1. If the class teacher is concerned about a child in their class they will monitor their progress rigorously, discuss their needs with the SENDCo to decide what the next steps should be e.g. whether an SSAP is necessary or whether they would benefit from additional smaller group provision.</p> <p>2. We use provision mapping to plan the needs and groups of the children. Once again the children with the most need, benefit from the most provision but we aim for most of the class to have had small group work by the end of each academic year to meet the needs of all the children. Many children in our school receive additional support for a term (at least) without having a SEND Support arrangement document to close the gap between them and their peers.</p> <p>3. We use a baseline for the start of additional support work and we measure the impact at the end of a given timescale to ascertain how effective the focus group has been.</p> <p>4. Through our rigorous and continual monitoring and assessment of children's progress and needs, all staff in school are aware of children's</p>

		strengths and as a result we are able to effectively offer opportunities to children as they arise in a variety of sporting events, dramatic events and academic workshops.
13	How are parents involved in the school? How can I be involved?	<ol style="list-style-type: none"> 1. Through our open door policy parents are encouraged to see us as and when required. As soon as a concern has been identified, the parents are invited in for a discussion with the class teacher or the SENDCo to explain the child's difficulties and to discuss the school's next steps for the child. Reading record books are often also used as contact books and notes are exchanged with parents and staff. In addition, staff will contact parents either by telephone or in person if they feel there is something that they need to know. We always aim for early intervention to prevent the situation becoming unmanageable/too emotional. 2. Likewise, parents are informed if their child is moving in/out of ELT to close the gap in their learning. 3. Parents are welcome to request additional meetings as and when required. 4. Request for outside agencies: This will always be discussed with the parents and their signature will be required. Support writing a GP referral is offered as and when required/support can be given by the teacher. Parents are invited to attend Annual Reviews to discuss the needs of their child. We always ensure the date is convenient for all parties. 5. Parents are invited in to discuss their child's difficulties with the outside agency and a copy of the report is always sent home with the child. 6. Parents are also invited to offer voluntary support in the school to help with specific interventions. 7. Our Governing body includes parents governors.
14	Who can I contact for further information?	<ol style="list-style-type: none"> 1. An appointment is arranged with the school office for the class teacher in the first instance. 2. After that a meeting can be arranged with the SENDCo via the School office. 3. Parent Partnership is a useful service for parents. The Office Manager can be contacted to make an appointment to discuss the local authority's commitment.