



Redscope Primary School SEND Information Report Jan 25

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As part of the [Children and Families Act 2014](#), all schools in Rotherham are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

Redscope Primary School is committed to providing equal opportunities for all children and an entitlement to a broad, balanced and differentiated curriculum. We aim to provide provision for children who have various needs including children with Communication and Interaction Needs (Autistic Spectrum Condition and Speech and Language Communication Needs) Cognition and Learning Needs (Moderate or specific learning needs) Social, Emotional and Mental Health Needs, Sensory and Hearing, Visual and Multi-sensory Impairment Needs, Physical and Medical Needs. We aim to provide a stimulating, nurturing environment where all children are motivated to learn. Whenever possible work is based on first hand experience, using a multisensory approach. All learning is differentiated according to the needs of the child, or group of children. We aim to promote confidence, self-esteem resilience and independence in all our children enabling them to become 'the best that they can be'.

To view the Local Offer on the Rotherham website please click on the link below:

<https://www.rotherhamsendlocaloffer.org.uk/>

How do we identify children and young people with SEND?

Through communicating regularly with parents, we aim to work together to identify SEND early and take the most appropriate actions to support the pupil. Every child in school has their progress monitored in school through regular progress meetings and frequent consultation with parents/carers. Children who are not making expected progress are highlighted to key members of staff and tailored interventions are allocated dependent on need. We run intervention programmes such as Reading Rescue, Rainbow Readers, Numicon, Fine motor programmes, Phonics interventions based on the newly introduced 'Little Wandle' and Alphabet Arc. Little Wandle is delivered across school allowing children to access phonics at the correct level. This is constantly monitored and the movement of children between target groups is constantly changing. The implementation of Power Maths has provided the opportunity to stream for the delivery of Numeracy. Children are now able to access Numeracy sessions at the level they are working at. This is a constantly changing picture, assessments are carried out termly and children then moved accordingly to meet their needs. Guided Reading is delivered daily including a mixture of whole class guided reading sessions and individualised sessions with key staff throughout the week. Staff are deployed across the school at set times of the day maximising the support for children in an attempt to close the gap and accelerate progress in reading.

Since Covid, catch up funding has been used to target key children not working at age related to accelerate progress back to year group expectations.

The Special Educational Needs Coordinator in school works closely with relevant outside agencies such as Inclusion Support Services, Educational Psychology Service, Hearing and Visual impairment services. Redscope Primary is committed to providing the best start for all children we employ a

full time Speech Therapist who works closely with the community therapists, this has helped to reduce waiting times for screening children and has enabled us as a school to implement programmes quickly and efficiently.

The SENCO, with the Senior Leadership Team strategically analyse data termly to identify where targeted support is required. This includes working closely with the Family Liaison Co-ordinator to ensure all children with social and emotional difficulties are supported as well as the children with specific learning needs. If appropriate, in consultation with Specialist Inclusion Team and parents/carers, school will work towards developing and Education Health Care Plan.

How do we involve parents/carers and young people in their child's education?

All parents/carers with children with SEND are invited to take part in the review process for their child, this may be at a parent teacher meeting each term or a twice yearly meeting with the SENCO, Class Teacher and relevant agencies involved such as SIT. Meetings are held in school or virtually via Teams to be flexible in order to meet the needs of all parents/carers and to maximise attendance. Pupil voice is collected beforehand by a relevant member of staff using our Pupil Views pro forma. We are constantly developing the way in which pupils' views are included in the review process. Reviews discuss the impact of the interventions and a plan of the next steps are put into place. The class teacher or SENCO will then write an Individual Education Plan which details plans for the future. We also work very closely with the carers of Looked After Children and work with the Local Authority in managing their provision and care. The Head Teacher (Mrs Bradbury) is the lead contact for Looked After Children. School regularly hold bacon sandwich mornings where parents and carers are welcomed into school to provide the opportunity for them to see the building, chat to staff and spend time with their child in school. Parent/ teacher communication is now offered face to face or virtually to accommodate working parents. The school nurse is also invited to these open events so that parents can use the service as a drop in advice session.

Rotherham Charter

In Nov 23, Redscope are thrilled to have received 'Parent Charter Gold' reaccreditation from the Rotherham Charter, this award recognises the hard work and continued commitment Redscope show to all parents/ carers and members of the wider community. The assessment focused on the 4 key areas: Welcome and Care, Valuing and Including parents, Communication and Partnership. We are very proud to have maintained the gold status.

This academic year we have invested in the PINNS project which involves regular meetings with various professionals for SEN parents to attend. We have already received positive feedback from parents and carers who have attended a session who reported that they feel the meetings are providing a support network for them as parents/carers of children who have additional needs. This is something we are aiming to continue throughout the year.

Specialist Support Services

SENDCO - Special Educational Needs Coordinator - Ellie Naylor - Based in school - 01709 740350

EPS - Educational Psychologist - Contact Via SENCO in school - 01709 740350

Specialist Inclusion Team - Deborah Harvey Contact via SENCO in school - 01709 740350

CDC - Child Development Centre - 01709 428850

CAMHS - Child and Adolescent Mental Health Services - 01709 304808

SALT- Speech and Language Therapists - Angela Davis - based at Kimberworth Place, contact on 01709 423230
School based therapist - Alison Felvus - Based in school - 01709 740350
Family Liaison Coordinators - Anita Tasker, Dawn Mason - Based in school

How do we assess and review the progress towards the outcomes agreed?

All pupils are set an IEP (Individual Education Plan) which is written in collaboration with the young person, parents/carers, SENDCO and relevant agencies where appropriate. Realistic targets are set and strategies discussed which will be most effective in helping the young person. E.g. coloured overlays, sloping surface, enlarged script etc. The targets are reviewed termly either by class teacher with parents and carers or as part of the review cycle with the SENDCO, parents/carers, young person and relevant agencies. In addition to this, teachers meet with the SLT to discuss the progress of every child, the impact of interventions and to plan the next steps, these are called 'Pupil Progress Meetings'. Carefully planned interventions are currently running in school to help close the gaps in children's learning that has been created due to the pandemic.

How do we support transition at Redscope?

Redscope Early Years run 'Play Shop' transition events where the children are brought across to Foundation 1 to meet staff and see their new classroom and staff in Foundation Stage 1 visit Early Years. The Foundation 1 children are carefully phased in to school in September. Year 1-5 have a 2 day transition where they move to their new classroom with the new teacher before the summer holidays. Prior to this they become familiar with new staff by enjoying story sessions and Family Play sessions. Y6 children access the "Bridging Project" which provides additional sessions for any child who may be vulnerable attending KS3 provision, these sessions run throughout the year. Transition meetings towards the end of the school year are then held with KS3, SENDCO and Family Liaison Coordinator to pass on any vital SEND information. SENDCO and Y6 teachers carry out transitional reviews in the summer term, KS3 representatives are invited to the final 2 reviews held at school for the children who will be moving onto KS3 provision. Transition meetings are also held between teaching staff in all year groups where a hand over of data and relevant SEND is passed on before the end of the school year. Where children are moving school due to relocation, every effort is made to make contact with the new teacher and all relevant information is distributed to the new school.

Training and securing expertise of staffing

We provide staff with training that is relevant to the current needs of the school. Teaching Assistants are provided with training that will enable them to deliver interventions. The SENDCO attends regular Learning Community meetings for SENDCO's and conference days to ensure as a school we are up to date with current changes in law and legislation. The SENDCO also attends Trust meetings with the SENDCO's from our other 2 primary schools within the trust to ensure continuity and share best practice.

Complaints

Redscope Primary School seeks to promote cooperation between parents and multi-agency professionals to enable children to achieve their full potential. Any complaints can be discussed with class teacher, SENDCO, Head teacher or school governors through appointment or in writing. These

concerns can then be discussed with the local authority. The school follows the Rotherham LA Complaints Policy and a copy of this can be obtained via the website or from the school office. Alternatively, contact Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) on 01709 823627.