



Rush Common School SEN Information Report

Updated January 2017

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

At Rush Common School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Rush Common School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

We aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and the director responsible for SEN is implemented and maintained
- to meet needs appropriately and inclusively

Rush Common School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs; this includes behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder.
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with 405 pupils on roll with approximately 37 pupils with Special educational Needs (SEN)

Our SEN policy and Equality Policy and Plan can be found on Rush Common School's website

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

Points of Contact

Our school believes that good communication between parents/carers and staff is essential so that they can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time.

- A child's class teacher is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed
- Rush Common School have a Head of Pupil Support and Welfare, Michelle Ainscough, who is also the special educational needs co-ordinator (SENCo).
- She can be contacted on: 01235 533583 (senco@rushcommonschool.org)
- We have a Director with responsibility for SEND
- The Acting Headteacher is Jacquie Stevenson, the Assistant Headteacher is Emma Putt and Acting Assistant Headteacher is Beth Davies.

Assessment, planning and Review / Partnerships for Progress *How does the school know how well my child is doing?*

Targets are set in Reading, Writing (including Spelling, Punctuation and Grammar) and Maths for each pupil, which are monitored termly.

- Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes.
- Ongoing teacher assessment strategies are used to determine progress and attainment.
- Regular review meetings are held with the class teacher and SENCO to track progress towards outcomes and evaluate interventions.
- Diagnostic marking is used in English and Maths and provides feedback to pupils (details of which can be found in Rush Common School's Marking and Feedback Policy).

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'. The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve parents/carers and pupils in this.
- Additional support may be provided after discussions with key staff, parents/carers, pupil and where relevant, external agency.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment.
- School staff may informally discuss progress with parents/carers as needed.
- Directors are provided with attainment and progress information. They challenge staff to use their best endeavours to raise standards further and complete regular visits to school to support the evaluation of provision.

How do we work with parents and children/young people?

How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress?

Will I know if my child is not making progress and what will happen?

- We will always contact parents if we have a concern that a child or young person may have a special educational need.
- We aim to ensure the involvement of parents and carers from an early stage and liaise closely so that they are aware of the strategies that are being used and are involved as partners in the process.
- Parents are notified if the school decides to make SEN provision for their child by placing them on the SEN register.
- We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress.
- Pupil Profiles provide targets appropriate to the needs of the pupil. Regular meetings between parents and class teachers are held termly to review provision, targets and progress. Pupils are involved as far as practicable in discussions about their targets and provision
- Parents are invited to parents' consultations regularly to discuss progress with the class teacher and SENCO if appropriate.
- Parents are kept informed about their child's progress at the twice yearly parent consultation meetings.
- Children with Statements or EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- The targets of children with Statements or EHC Plans are reviewed termly
- An annual report to parents/carers is written by the class teacher, which details the achievements, strengths and areas of development in the different curriculum areas.

In Rush Common School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teaching assistants (TAs) and teachers about their learning
- whole school, class and individual reward systems

Parents are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.

The SENCO liaises with parents and pupils with statements or Education, Health and Care Plans who have an Annual review with the SENCO.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by parent focus groups; School Parliament and consultation activities. We have a parent SEND Forum and an Anti-Bullying Forum made up of parents and staff.

Adapting the curriculum

Rush Common School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCO in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. Spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child?

Is there any additional support available to help my child reach his/her expected outcomes?

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

We offer a broad and balanced curriculum for all children and young people including those with SEND. The National Curriculum is an entitlement for all children.

- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.
- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.
- First hand experiences through visits are explored when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.

- Additional adults may be used to support groups but independence is encouraged.
- Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of English, Maths, social, emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive.
- The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review.
- Early Literacy Support (ELS) is provided to pupils in Year 1 and Year 2 to enhance and develop reading and writing skills. Parents are invited to meet with the SENCo prior to the start of this intervention so that they are aware of how they can work with the school to reinforce skills at home.
- Nurture groups are provided for pupils in KS1 and KS2 to encourage self-esteem and anger management skills for small groups of pupils.
- We use intervention programmes including Toe by Toe, Looking & Thinking, Reading & Thinking and Accelerated/Accerwrite to support the development of language and literacy skills from Year 2 onwards.
- Specific programmes of work from Occupational Therapists, Speech and Language Therapist and Physiotherapists are used to support pupils with specific or more complex needs. x ICT is used to support and enhance the curriculum for all pupils including those with SEN. iPads and laptops are used to support writing and recording (i.e. Clicker 6, To Simple to Type).
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychology, Speech, Language and Communication Service and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular need will be met?

- Children are involved in their own learning
- Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged.
- Daily phonics lessons, using 'Letters and Sounds' across Early Years Foundation Stage and Key Stage 1.
- Lessons are differentiated to meet the needs of all learners.
- Learning walls in classrooms support the learning of English and Maths.
- ICT is used to support learning, including computer programmes such as RM Easimaths.
- Some classes/identified pupils may be allocated support staff and have access to guided group work.

- Classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips, sound amplification systems and sloped writing desks.
- Children may be identified as benefitting from social skills groups.

Tests and Assessments: Access Arrangements

***What arrangements are available for pupils to access tests and assessments?
How will I know if my child qualifies for additional support or time to access tests?***

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.
- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Booster and target groups are run throughout the school year.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations?

How does the school help develop my child's social and emotional skills?

What is the school's policy on bullying?

- We listen to the views of children/young people with SEN by encouraging them to consider and record their views on Pupil Profiles. Pupil questionnaire are completed by SEN pupils at different points in their school life. Questionnaires are used to provide an insight into how nurture programmes can be used successfully; Year 6 Exit forms record experiences and thoughts of SEN pupils.
- All classes follow a structured PSHE (Personal, Social, Health and Economic education) and are provided with lessons linked to the 'Rush Common Values' which are embedded across the curriculum. Teachers identify children who would benefit from small/group interventions to develop their social and emotional skills.
- Drawing and Talking 1-1 Therapeutic programme is available to support pupils with underlying emotional difficulties.
- Nurture Groups to develop social skills and/enhance self-esteem.

- Lunchtime and after-school clubs e.g. sports activities, computer, and games.
- Additional support for children who are struggling at playtime.
- Visual timetables/symbols.
- We take bullying very seriously. Anti-bullying and Cyber-bullying online questionnaires are completed by all pupils in Years 4, 5 and 6. Results are analysed and actions form part of Rush Common's Anti-bullying self-assessment plan.
- We help to prevent bullying of children/young people with SEN by encouraging pupils to talk to named adults. We have clear procedures and recording methods in place for dealing with bullying incidents. Anti-Bullying Policy and procedures are in place and reviewed annually
- Anti-bullying Ambassadors (four Year 5 pupils) lead and encourage whole school pupil involvement in anti-bullying procedures. "Be Buddies not Bullies" leaflet has been drafted by the Eco School Council to support all pupils and parents in dealing with bullying.
- Online safety and cyber bullying is addressed at an age appropriate level and child-led Digital Leaders ensure that Pupil Voice is incorporated into our provision
- Pupils are prepared for transition in school and to receiving schools
- All children have the opportunity to share their views through their School Parliament representatives.

What expertise can we offer?

Michelle Ainscough is Head of Pupil Support & Welfare at Rush Common School. As SENCo she holds a teaching qualification and is a member of Rush Common Senior Leadership Team. She has completed Specialist Training in Safeguarding and is also the Designated Safeguarding Lead. Michelle Ainscough is also a trained Family Links Nurturing Programme, Parent Group Leader and has completed Attachment Training in order to gain an increased understanding of how to support vulnerable learners. The SENCo has completed training in behaviour management strategies

All staff have Generalist Safeguarding Training. Some members of staff have completed basic awareness level training in Autistic Spectrum Difficulties, behaviour management and speech and language skills.

SEN TAS have completed specialist training in supporting pupils with physical difficulties; language and communication skills (including PECS); Autistic Spectrum Difficulties and Clicker 6.

We have 3 members of staff who have been accredited with Higher Level Teaching Assistant (HLTA) status.

Teaching assistants are trained to support the particular needs of the children they work with.

Rush Common School has access to a range of specialist support services including:

Educational Psychology Service

SENSS, who support children with communication and language, sensory needs and physical needs (including Communication and Interactions Team) Child and Adolescent Mental Health Services (CAMHS)
Speech, Language Service
Special education Needs (SEN) Team
SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)
Occupational Therapy Service
Physical Disability Service
School Nurse
Voluntary Services
Abingdon Hub

These support services are consulted following discussions with the Headteacher or SENCO, and with the full agreement of parents/carers. For assessment and advice from most of these services a request form must be completed initially, following which additional information may be required e.g. the service's own checklist, and information about strategies already in use.

How do we know if SEN provision is effective?

The progress of all children and young people is tracked throughout the school through School Pupil Tracker Online. Data is analysed six times a year for all pupils including SEN and interventions put in place as needed.

In addition for pupils with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. Pupil Profiles are used for every pupil on the SEN register to record pupil and parent voice and outcomes. Pupil Profiles are discussed and reviewed with SEN pupils and their parents three times per academic year to review progress and provision. Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010.

We communicate with parents and young people when planning trips so that everyone is clear about what will happen. Evenings where parents can learn more about trips and residential visits are held, as well as communication via letters and Rush Common's InTouch email system.

A variety of after school clubs are held over the course of the academic year. Pupils with SEN are encouraged to attend and additional and different provision put in place to enable this to happen successfully. The SENCo collates and analyses data on the number of clubs and after school events attended by SEN pupils.

Accessibility to Premises and Facilities

All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities. Lessons provide opportunities for all pupils to

achieve. All pupils are encouraged to take part in all lessons including music, drama and physical activities.

Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Disabled toilet facilities have adequate room to accommodate a hoist and changing bed if needed. Disabled parking is available in the school's front car park.

Steps are taken to reduce background noise for hearing impaired pupils and the provision of a Sound Field system is in place. Furniture and equipment are selected, adjusted and located appropriately to meet the needs of disabled pupils.

School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Risk Assessments are undertaken appropriately taking into account the needs of pupils with disabilities.

Joining the school and moving on

Rush Common School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

Starting in Foundation Stage

We encourage all new children to visit the school before starting. For children/young people with SEN we may visit them in their pre-school or nursery setting to gain a better understanding of their needs. Foundation Stage staff speak with every pupil's pre-school setting before the pupil starts school in September. Individual meetings where pupil and parents are able to meet their FS teacher are arranged in June/July prior to starting school.

All pupils are offered the opportunity to visit the Foundation Stage on a number of occasions before starting school. Some pupils with SEN may require additional visits. Additional liaison with pre-school keyworkers may be sought by FS staff including them in any additional visits to Rush Common School.

For pre-school pupils where an Education, Health and Care plan is already in place the SENCo will endeavour to attend Annual Reviews and professionals meeting in preparation for the pupil starting school. Foundation Stage staff may also use "This is me" photo books to aid transition into Rush Common for those SEN pupils with emotional, social and mental health needs.

In Year transition

Teachers liaise closely when pupils transfer to another class within the school. A hand over meeting will take place between the present and new teacher. Meetings are arranged wherever possible between the staff involved in monitoring the pupil's

progress. Transition visits- “Move up Days” are planned in the second half of the summer term. Identified SEND pupils may have additional visits to the new class. Communication Passports are drafted for SEN pupils with complex needs (i.e. ASD) so that teachers, TAs and visiting professionals are aware of common strategies used to support their needs. Communication Passports are also an important part of transition for SEN pupils. They are used when pupils move from year to year, to new schools and secondary schools. Transition Booklets are completed for some SEN pupils who may need additional support or time to prepare for a change of year group. Transition booklets prepare SEN pupils for the next stage of their school life and are shared with parents and professionals involved. The transition process starts in the summer term.

Moving to secondary school

For SEN pupils in Year 6 the SENCo meets with colleagues from the three main secondary schools in Abingdon to discuss provision, strategies and additional and different needs and to handover relevant documentation. Pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation. Representatives from local secondary schools are available for consultation before the time for transfer. Key secondary school staff visit Rush Common to speak to Year 6 pupils transferring to their school. There are opportunities for all pupils to visit their prospective Secondary School. For pupils with a Statement or Education, Health and Care Plan, the pupil’s Statement is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in the Autumn Term. The SENCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with Statements or Education, Health and Care Plan for whom the particular school has been named. Procedures including CAF and TAC are in place to ensure smooth transitions. Rush Common expects our Year 6 pupils to be independent learners and prepares them for secondary school as much as possible.

Who to contact if there is a concern

If a parent/carer is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCO, to discuss the concern. Parents/carers can request an appointment with the Headteacher directly. SENDIASS (01865 810516) is available to support parents in meetings concerning their child’s progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/carers are advised to contact the Headteacher. Parents may also contact the Board of Directors as per the school’s Complaints Policy.

Related policies are available on Rush Common School’s website

- SEN policy
- Behaviour policy
- Anti-bullying policy
- Equality Policy and Plan

