



RUFFORD PRIMARY SCHOOL - SEND Information Report

Updated April 2024 (This report will be updated at least annually)

Special Educational Needs and Disabilities (SEND)

A child has SEND if they experience significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents them from making use of facilities generally provided for others of the same age. These needs can be categorised in four broad areas:

- ✓ Communication & Interaction
- ✓ Cognition & Learning
- ✓ Social, Emotional & Mental Health
- ✓ Physical / Sensory Impairment

Do you think your child has SEND?

In the first instance, raise your concern with your child's class teacher or speak to the SENCo.

Who to contact?

Rufford Primary School SENCo and Designated Teacher for Looked-after children: Ms Lacie Faux
01384 686717
senco@ruffordprimary.co.uk

What we will do

If a teacher or parent/carer is concerned, then these steps will be followed:

1. A SEN referral form will be completed by the class teacher and the parent/carer.
2. Targets will be set to be reviewed in 6 weeks.
3. The SENCo will complete an observation and work review, if required.
4. The SENCo will notify parents/carers whether their child will be placed on the SEND register or not.

If your child is not put onto the SEND register at this point, it is because their needs can be met through quality first teaching (Wave 1).

With permission, additional support may be given by outside agencies such as, Speech and Language, Autism Outreach, Educational Psychologist etc.

My child is on the SEND register

Your child may require additional to/different from provision to support them in their area of need. Your child may receive Wave 2 or Wave 3 support. This will be structured through our 'assess, plan, do, review' process. (see page 3)

Wave 2

Children receiving Wave 2 support will have individualised targets to help to support their needs. The class teacher, supported by the SENCO will meet pupils and parents three times per year to share and discuss these targets. The targets are part of an individual Learning Plan for each child. To help them meet their targets, your child may be part of an intervention in a small group. Their progress will be monitored by the class teacher and SENCo.

Wave 3

If the SENCo and class teacher feel that your child requires additional support, then they will receive 1:1 support time to work on their targets. The class teacher, supported by the SENCO will meet pupils and parents three times per year.



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Education, Health Care Plan (EHCP)

The majority of children with SEND will have their needs met within the school support system. If your child has had involvement with multiple agencies and their needs cannot be met through Quality First Teaching, Interventions or 1:1 targeted work then discussions can begin regarding the process of applying for an EHCP. The school will provide all the evidence it has obtained through the assess, plan, do, review process, along with information from other agencies, to support the application. If your child does have an EHCP, school will follow the plan to meet their needs. An annual review will be held to update the EHCP.

Our Curriculum and Reasonable Adjustments

At Rufford Primary School, we strive to ensure that all children feel safe and have the opportunity to access the curriculum, enrichment clubs as well as other activities and educational visits. All of our staff are trained in a variety of approaches, which means we are able to adapt to meet the needs of our children with Special educational needs. Wherever possible children are taught alongside their peers. Teachers adapt their teaching constantly in order to cater for their pupils needs. We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations can include:

- Adapting our curriculum to make sure all pupils are able to access it
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis or in a small group

We may also provide the following interventions: Wellcomm, Precision Teaching, same day catch-up, Toe by Toe.

We have adapted our learning environments to include visual timetables, Now and Next boards and we take a low arousal approach; we believe these approaches benefit all our pupils.

Enrichment

We ensure extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our school visits, including our residential visits. All pupils are encouraged to take part in all school activities including sports day, performances and other experiences. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments to make sure that they can be included.

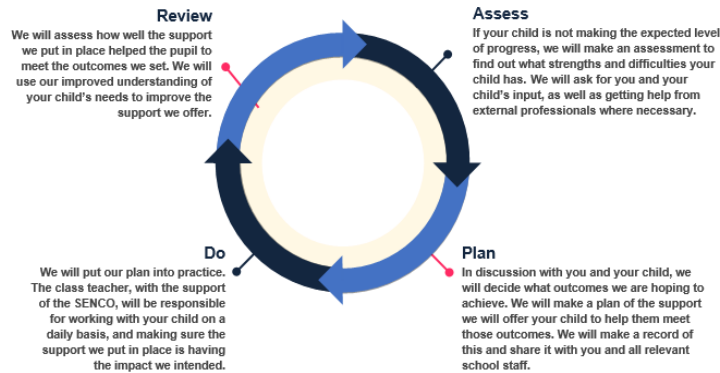
Evaluating Provision

We will evaluate the effectiveness of provision for your child by: reviewing their progress each term; regularly reviewing the impact of interventions, using pupil questionnaires; monitoring by the SENCO; holding progress meetings; holding an annual review (if they have an education, health and care (EHC) plan).

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The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Graduated Approach: We follow the 'graduated approach' to meeting your child's SEN needs. You will be involved in this process and so will your child. Your thoughts and feelings are important to make sure your child's needs are met.

Transition: Children have the opportunity to spend time in their new class in July. Teachers are given designated time to share key pupil information and effective strategies with the next teacher. Additional sessions may be provided (as needed) for 'in school' transitions. Special attention is given to Nursery to Reception transition and Year 6 to Year 7 transitions.

Children who are Looked-after: Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Care Plan (medical needs): If your child has a medical need that requires a Care plan, you will be invited into school to meet with the SENCo. The Care Plan will be updated annually. If there are any changes to your child's needs, please inform your child's class teacher or SENCo.

Complaints: Complaints regarding the provision for students with SEND, should follow the school's 'Complaints Policy', which can be found on the school's website. Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Invictus Education Trust Complaints Procedure in liaison with the school SENDCo and Headteacher. This may also be in coordination with Senior Leadership, if applicable. Complaints about Statutory Assessments of Special Educational Needs (SEN) should be referred to the local authority. Statutory assessments of SEN are detailed investigations that aim to find out exactly what a child's SEN is and what special help they need.

Social, Emotional and Mental Health Needs

Our Pastoral Team provide a range of interventions to support the needs of children with SEMH. These include:

- Drawing and Talking
- Nurture Groups
- Lego Therapy
- Forest School
- Emotional Regulation

We also offer personalised 1:1 support, where necessary that encompass a range of issues a child may face during their time with us. For example, family separation and bereavement. Referrals can be made for more specialised services, if needed.

Please see our tiered approach to Mental Health Support for further information.

Here are some useful links:

School Nursing	SENDIASS Support for families	Local Offer link
Dudley School Nursing	Dudley SENDIASS	Dudley's Local Offer
Rufford Primary School SEND Policy	Rufford Primary School Accessibility Plan	Rufford Primary School Anti-bullying Policy
SEND Policy	Accessibility Plan 2023-2026	Anti-bullying policy
Rufford Primary School Admission Arrangements		
Rufford Admissions Arrangements		