



SEND INFORMATION PLAN 2022/23

**RAWMARSH ASHWOOD
PRIMARY SCHOOL**

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RAWMARSH ASHWOOD PRIMARY SCHOOL

SEND INFORMATION REPORT

Approved by AIB;

Reviewed & Amended; September 2022

Rawmarsh Ashwood Primary School Special Educational Needs and Disabilities Information Report 2022 to 2023

Special Educational Needs and Disability (SEND)

Where a child is working significantly below age related expectations, despite good classroom teaching, classroom differentiation and supporting intervention classes, the children will require help additional to and different from that which is normally provided. In this instance, the child will be identified as a child requiring SEND support. This will be then highlighted on the school's SEND Support Register.

Our Approach

At Rawmarsh Ashwood Primary School we aim to provide a broad and balanced curriculum, which is exciting, rich in first hand experiences, varied, stimulating and challenging. We also aim to teach the essential skills and tools for lifelong learning through purposeful and relevant tasks and activities that are tailored to meet the needs of all our learners. We overcome barriers to learning by providing excellent classroom teaching and the appropriate deployment of staff and resources if necessary to meet the needs of children. We ensure that the school identifies the additional needs of young children at the earliest point and then provide good interventions, which will improve long-term outcomes for the child or young person. We promote a fully inclusive ethos in school, in which the successes of all children are valued and celebrated equally. Adaptations to the environment can be made and reviewed in order to meet the needs of children with SEND wherever possible. The school's practices and policies are reviewed regularly to ensure we are having a positive impact on all children's learning and that the school is not indirectly discriminating children. We work closely with parents, children and outside agencies to ensure that any potential barriers for learning are overcome.

The kinds of SEND we provide for:

We monitor the progress of all children against four main areas of development (communication and interaction, cognition and learning, social, mental and emotional development and physical/sensory development) and identify those who are not making adequate progress in any one or more of those areas.

A continuous cycle of planning, teaching and assessing, taking into account the wide range of abilities, aptitudes and interests of all children is at the heart of the work of our school. The majority of children will learn and progress within these arrangements. Those children whose overall attainment, or attainment in specific subjects, fall significantly outside the expected range, may have special educational needs.

Provision for children with special educational needs is a matter for the school as a whole. The governing body, the school's head teacher, deputy head teacher, and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. We have a designated SENDCO

(Special Educational Needs and Disability Co-ordinator), with responsibility for the strategic planning, supervision and overview of SEND support throughout the school.

Our policy for identification and assessment:

We recognise that monitoring and assessing every pupil in all areas, including social development, by all staff is essential to understand the learning requirements of each child. Using this data we ensure that learning is differentiated and suitably challenging. Within the school we have the following assessments, which help identify and plan support for learning:

- **Baseline Assessment**
- **Early Years Foundation Stage Profile**
- **Key Stage Test Results**
- **Phonics Screening and Phonics Assessments**
- **Reading Assessments**
- **Writing Assessments**
- **Maths Assessments**
- **Outside Agency assessments and feedback**
- **Half termly Pupil Progress Meetings**
- **Half termly analysis of data to identify needs and inform provision**

What would identify your child as requiring support?

All of the information gained from the above will provide us with a picture of the strengths and weaknesses of each child. From this we will be able to identify any child who is falling behind expected levels of progress. Under these circumstances, teachers may need to consult the SENDCO to consider what might be done. If it was considered that action should be taken, parents would be asked to become involved at this point. This would happen where it is decided that the pupil needs help over and above that normally available in the classroom.

We recognise that every child is unique and that all children have strengths and weaknesses in different areas. However, the government requires that every child makes adequate progress at school. Adequate progress is defined as progress which:

- **closes the attainment gap between the child and their peers**
- **prevents the attainment gap growing wider**
- **is similar to that of peers starting from the same attainment baseline, but less than that of the majority of their peers**
- **matches or betters the child's previous rate of progress**
- **ensures access to the full curriculum**
- **demonstrates an improvement in self-help, social or personal skills**
- **demonstrates improvements in the child's behaviour**

This means that a child is allowed to work at a level which is average, below average or above average for their age group expectation. However, concern would be raised if a child's progress slowed so that they stopped making the expected rate of improvement. Particularly in the case of a child who was below average, we would be

concerned if the gap between their attainment and their expected average attainment grew bigger. This is when additional support would be put in place.

So what are the possible steps we could take to support your child?

Monitor: If concerns are raised about a child, either through the school's monitoring and review systems, or where parents have raised their own concerns about their child, we would begin to monitor the child more closely. Common reasons for this would be:

- **Failing to make expected progress.**
- **Struggling to meet learning milestones.**
- **Struggling to adhere to school and classroom boundaries.**

This is the first stage of the process. In these circumstances, we will begin to monitor their progress and/or how they are coping in school. At this point the SENDCO would be asked to observe the child and advice would be given to the class teacher. Parents may be consulted informally at this point in order to find out whether something has happened at home that could have caused a drop in a child's performance.

Informal SEN support: If the support at the 'Monitoring Stage' has been unsuccessful, and the child has continued to struggle or fallen further behind their peers, the SENDCO will meet with the class teacher and parents to discuss the best ways forward to support the child. At this point, in consultation with, and in agreement with, parents, the child would be placed on the school's Learning Support Register. An Individual Education Plan (IEP), detailing specific interventions, in addition to the child's normal classroom teaching, will be put in place at this stage to support and hopefully accelerate the child's learning.

Children with a medical diagnosis, or an additional need recognised by school and parents, will be included on the school's Learning Support Register so that we can provide appropriate support to meet the child's needs.

Formal SEN Support: Hopefully, the interventions put in place either at the Monitor or Informal stages will have been successful. However, occasionally a child will continue to find school challenging. If, unfortunately, your child finds themselves in this situation, school would then liaise with one or more outside agencies, with more specific expertise, to help your child achieve their potential. The most common organisations we would contact for support are Learning Support Service (LSS), Behaviour Support Team (BST), Educational Psychology Service (EPS), Speech and Language Service (SALT), Physiotherapy and Occupational Therapy Services, and the Child and Adolescent Mental Health Services (CAMHS). They would initially observe the child and meet with teachers, before producing a report with recommendations specific to the child which could then be implemented on a one-to-one basis. This should bring about a real improvement in your child's performance. The outcomes would be monitored for a period specified within the report with the hope that progress, even if only small steps, would be observed.

If your child consistently struggles to make progress, despite this level of support, the next step in our provision might need to be considered.

Education and Health Care Plan: These used to be known as a Statement of Special Educational Needs. A child will only have one of these if, following an application from the school or parents, they have been assessed by the Local Authority Special Educational Needs Panel as requiring an Education and Health Care Plan (EHC). This recognises that a child needs support in addition to what is usually provided by a school and lays out what support is needed. It also often provides some financial support to school to help carry out the plan. Parents and Carers' views play a huge role in the process. An Annual Review will be held to review the Plan and ensure that the needs of the child are still being best met.

Our arrangements for consultation and involvement with young people, parents and carers

“Children have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Their views should be given due weight according to their age, maturity and capability of the child.”

(Articles 12 and 13 of the United Nations Convention on the Rights of the Child)

At Rawmarsh Ashwood Primary School, children are actively involved, where age and capability permit, in setting and agreeing key actions in order for them to fulfill their potential in line with their needs. We are constantly looking for ways to improve our engagement of children in their own education.

The views and wishes of parents and carers are also incredibly important in the decision making process about their child's education including in relation to assessments of SEND, provision for SEND, and the way that support is provided for SEND. This can take the form of informal and formal meetings, (at least termly), including Parents' Evenings and 'Meet the Teacher' days.

Our arrangements for assessing and reviewing progress

All Parents and carers of children who are identified on the Learning Support Register will be invited in to school on a regular basis to discuss and review key actions to meet their child's needs.

Our transition arrangements

We support all phases of transition for children with SEND from FS1 to FS2, from FS2 to KS1, from KS1 to KS2 and from KS2 onwards to KS3 and secondary schooling. All relevant information and paperwork is passed on promptly and staff will meet to discuss and coordinate transition. Staff will visit other settings and carry out home visits where appropriate. Additional transition activities are planned for children who need more support and additional resources are provided, for example transition photo booklets.

Evaluation and Monitoring

Our evaluation of effectiveness of provision SEND provision is monitored and assessed closely over the year in line with school's monitoring and observation schedule. This takes the form of lesson observations, small group observations, learning walks, work trawls, discussions with children and half-termly pupil progress meetings.

Please do not hesitate to contact our SENDCO (Miss K Woodcock) if you have any questions or queries about anything related to additional needs.