SEND Information Report

Raynsford Church of England Academy

At Raynsford Church of England Academy we believe that every child is unique and brings their own strengths, experiences and qualities with them to our school community. We believe these should be recognised, celebrated and supported.

The staff team, Governors, pupils and parents work in close partnership to make school a happy, welcoming place where all children are supported and encouraged to achieve their full potential in their academic, emotional, social and physical development and grow as confident individuals.

As in accordance with the DFE SEND Code of Practice (January 2015), through the questions outlined below, this Information Report reflects the school's commitment to supporting the wide range of special educational needs that our children may experience either short term or long term during their time with us.

Click on the questions below to see how we support children with a Special Educational Need and/or Disability at Raynsford Church of England Academy.

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1. What is a Special Educational Need?

The DFE SEND Code of Practice (January 2015) states that a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age,

or

- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision, for children aged 2 or more, is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

2. What is a Disability?

The DFE SEND Code of Practice (January 2015) defines a disability as

"a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

3. What kinds of Special Educational Needs does the school provide for?

Raynsford provides support for pupils within the 4 areas of special educational needs and disability identified in the DFE SEND Code of Practice (January 2015). These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Communication and Interaction

My child has difficulties with communication and interaction, this can include:

- Understanding language
- Using language
- Understanding how to communicate socially with other people
- Conditions include: Specific Language disorder
  ASD/ASC (Autism)
  Asperger Syndrome
  Speech sound disorders/delay
- Stammering

Cognition and Learning

My child has difficulties with their learning, this can include difficulties with:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Conditions include: Specific Learning Difficulties, including dyslexia
- A child may present with difficulties that do not have a specific name

Social, Emotional and Mental Health

My child has social, emotional and mental health needs, this includes short-term and long term needs that can be related to:

- Forming and maintaining relationships, including attachment difficulties
- Bereavement or trauma
- Controlling or power-seeking behaviours
- Self-esteem
- High levels of anxiety or stress
- Conditions may include: Attachment disorder
  ADHD, ADD
  Anxiety

Sensory and/or Physical needs

My child has sensory and/or physical needs, this can include additional needs related to:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- Conditions include: Hypermobility
  Proprioceptive disorder
  Physical injury
  Dyspraxia

4. How does the school know if my child needs extra help?

At Raynsford we identify children as needing extra help or support in the following ways:

- Concerns raised by parent/carer
- Concerns raised by teacher
- Concerns raised by the child themselves
- Discussions with previous school based and pre-school based staff
- Liaison with previous nursery/previous school
- When a child may be performing below age related expected levels
- Liaison with external agencies
- Health diagnosis by a paediatrician or other health professional

5. Who should I talk to about any Special Educational Needs concerns I have regarding my child?

At Raynsford we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

If you have a concern about your child please come and talk to us – firstly contact your child's class teacher. They will know the interventions your child is receiving, the additional support they have in class and they will be able to talk to you more about what we can offer.

If you think your child might need more specialist support or you have additional worries, you can speak to the school SENDCO (Mrs Webb) or the Head Teacher (Mrs Ashwell).

Our SENDCO (Mrs Webb) oversees all support and progress of any child requiring additional support across the school. Mrs Webb can be contacted via the school office or on the school telephone number – 01462 812319.

6. What happens if my child has a medical condition?

All staff at Raynsford are provided with regular training opportunities by health professionals in regard to asthma and the use of epipens. A larger number of school staff are also First Aid trained.

Depending on the nature of your child's condition the following may be put in place for them with your agreement and support;

- information about your child's condition will be shared with staff as appropriate (this may be a photo of your child alongside relevant information regarding their condition and it's treatment/management)
- health professionals provide training for relevant members of staff in relation to individual children's specific needs
- a care plan may be drawn up for your child. This may be written by members of school staff including the SENDCO with your input and where appropriate the input of medical professionals. Alternatively it may be written by medical professionals, for example the school nurse.

Please also refer to the school policy regarding medicines.

7. What happens if my child is identified as having a Special Educational Need and/or a disability?

At Raynsford we adhere to the Graduated Response as outlined by Central Bedfordshire and the DFE SEND Code of Practice (January 2015).

All children
Inclusive high quality teaching is provided for all of our children through a broad and balanced curriculum, which is appropriately differentiated to meet individual learner needs.

Additional Provision
If a concern is raised some small group additional provision may be put in place to support your child with a short-term need. This will be planned and reviewed on the school's provision map on a termly basis.

SEN Support Stage 1
Where a Special Education Need is identified the class teacher will have a discussion with the SENDCO about the next course of action. As emphasised in the DFE SEND Code of Practice (January 2015) the views and concerns of both the child and their parents/carers are important within this process.

Where appropriate the views of your child may be collected via observation, small group or 1:1 work with either the class teacher or the SENDCO. This information will be gathered alongside the class teacher's concerns and then a discussion with parents will determine the next steps for your child. At this meeting a decision will may be made as to whether there is a need to place the child on the school's Special Educational Needs Register.

All support and interventions occur on the graduated approach of assess**-plan-do-review** cycle as outlined in the DFE SEND Code of Practice (January 2015). Outcomes will be identified and recorded in most cases on a 'Learning Journey Record' and regular review meetings will be held with parents and child (where appropriate) to evaluate the effectiveness of the support in place and discuss the progress that had been made. The class teacher will meet with parents at least on a half termly basis for children in pre-school and Reception class and a termly basis for children in Years 1 through to 4. The focus of this meeting will to be to discuss your child's needs, support and the progress they have made, agreeing any actions that need to be carried forward. Mrs Webb, school SENDCO will attend review meeting where either the parent or class teacher feels it is appropriate to do so.

SEN Support Stage 2
If after following the graduated approach cycle, it is felt that your child has more complex needs, then

advice and support will be sought from other professionals such as: paediatricians, educational psychologists, occupational therapists, social workers, advisory teachers and the school nurse. Working in partnership with parents and other professionals a 'SEND support plan' will be devised and implemented and the assess-plan-do-review cycle will be adopted. Review will happen in a similar manner as at SEN Support Stage 1 and Mrs Webb as SENDCO will attend the review meetings.

Education, Health and Care Needs Assessment
For a very small number of children with more complex needs or a high level of need, it may be appropriate to request an assessment for an Education Health and Care Plan (EHCP). This decision will be jointly made by class staff, SENDCO, parents, Head Teacher and any external agencies involved. Such a decision may be made where despite the school having taken relevant and purposeful action to meet the needs to the child they have been unable to make progress regardless of receiving additional support and the implementation of advice from external agencies. This decision will be taken with reference to the criteria as outlined in Central Bedfordshire's Graduated Response documents.

8. How is my child involved in planning their next steps?

At Raynsford we believe learning is a three way partnership between child, parent and school and through working together we achieve the best possible results for our individual children. Children are involved in planning their next steps in the following ways:

- Planning and review meetings (where appropriate)
- Individual child/teacher conversations
- Through drawing pictures and writing words about how they feel
- Taking part in tasks and activities
- Talking about how they feel about the support they receive in school
- Talking about what they see as being their strengths
- Talking about the things they find difficult
- Developing an increasing understanding of things which are 'important to them' but also of things which are 'important for them'

9. How am I, as their parent/carer involved in planning their next steps?

At Raynsford we believe learning is a three way partnership between child, parent and school and through working together we achieve the best possible results for our individual children. Parents are involved in planning support and outcomes for their child in the following ways:

- Planning and review meetings
- Informing school about how child responds to different activities outside of school
- Regular contact between home and school
- Sharing information about your child
- Advice on how to support learning at home

10. How can I help my child?

Your child's class teacher will discuss with you ways in which you can help your child at home. If your child has a 'Learning Journey Record' or a 'SEND Support Plan' there will be suggestions of activities to do at home on here too, related to the outcomes of the plan.

It is also important that your child is prepared for school each day. Try to ensure they have enough sleep the night before and arrive at school on time having had breakfast. If there have been any particular difficulties or upsets please discretely pass this information to the class teacher.

11. How will school check the progress that my child is making?

We measure children's progress in learning against National expectations and age related expectations. All children are continually and regularly assessed to ensure we are supporting their needs and they are achieving their full potential.

The school monitors the progress of all learners in a variety of ways including:

- Half termly pupil progress meetings which highlight any child needing extra support
- The SENDCO has SEN update meetings every term with teachers to share progress information
- Some children have individualised targets that are set with you, your child and the class teacher and these are reviewed at least 3 times a year
- If your child is working well below age related expectations, their progress is tracked on an adapted SEN system by their teacher, so that we can celebrate the small steps of progress they make each term

12. How will I be kept informed of my child's progress?

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. In addition to the usual parents evenings and school reports you may be informed about your child's progress in the following ways:

- 'Learning Journey Record' review meetings (at least 3 times a year)
- SEND Support Plan review meetings (at least 3 times a year)
- Close home/school liaison
- The opportunity to contact the class teacher or SENCO whenever you have a concern or a question
- Reports from any outside agencies involved with your child and the opportunity to discuss these with the SENDCO and your child's class teacher.
- Annual EHCP reviews
- TAC (Team around the child) meetings

13. Do all children who have a Special Education Need and/or a Disability get the same level of support?

No, we follow guidance set by Central Bedfordshire which gives a graduated response to provision for children who have a Special Educational Need. This guidance breaks the level of need into SEN Support Stage 1, SEN Support Stage 2 and request for assessment for Education Health and Care plan. The guidance sets out the level of need and of support expected at each stage. This will be explained to you in relation to your child as they are identified as having a Special Educational Need and through review meetings any requirement to change stage will be discussed with you in full.

14. How is the decision made about what type and how much support my child will receive?

The area(s) of need and the level of need your child requires, will impact on the type and amount of support your child will receive. Our graduated approach of assess-plan-do-review, to teaching and learning will be adopted for individual learner needs in order to ensure positive outcomes.

Assess – Once an area(s) of need has been identified for your child, the class teacher, in collaboration with the SENDCO, will make detailed assessment which are carefully analysed. This will be built on teacher observations, informal and formal assessments where appropriate, discussions with you and other professionals which might be involved in supporting your child.

Plan – With this detailed information and following discussions with both your child and you as their

parent, the school-based team around your child will use either the class provision map (for additional support), Learning Journey record (SEN Support Stage 1) or SEND Support Plan (Stage 2 of EHCP) to plan appropriate support and interventions matched to the agreed outcomes and targets set as your child's next steps.

Do – The outcomes and targets for support and intervention will be shared with the key members of staff who will work with your child. The support and intervention will them be implemented for a specific amount of time.

Review – Outcomes and targets will be assessed and reviewed regularly by the class teacher, SENDCO and any specialist support staff to ensure your child is making progress and the effectiveness of the support and intervention. Any changes to the provision will be made as necessary, in collaboration with you and new targets will be set.

Decisions made about the type and amount of support a child will receive is based on the needs of each individual child. The school based team around the child (class teacher, SENDCO and Head Teacher) will follow guidance as outlined by both Central Bedfordshire and the DFE SEND Code of Practice (January 2015). All decisions about SEND support will be made in discussion with you. Intervention and support is tracked and monitored by the school SENDCO via the school's provision map and reviewed at least termly to ensure support in place is effective.

15. How will the curriculum be matched to my child's needs?

Raynsford church of England Academy is an inclusive school where we aim to meet the needs of all learners through a rich and varied academic and social curriculum. All children at Raynsford have access to Inclusive Quality First Teaching through a broad and balanced curriculum, which is appropriately differentiated to meet individual learner needs. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential
- Appropriate learning challenges, matched to the National Curriculum guidelines
- Differentiated learning challenges through – extending or reducing the level of challenge
  - vary the amount of adult or peer support given
  - the way a challenge is delivered or presented
  - the way a challenge is completed
  - different resources to complete the challenge
  - different outcome of the challenge
- Multi-sensory approach to learning challenges
- Visual aids to support attention and listening skills
- Classroom organisation and appropriate seating plan
- Use of different resources to support individual needs such as writing slope boards, pencil grips and coloured overlays for reading
- Modelled language through repetition, emphasis and expansion
- Built in thinking time
- Talk partners and peer support
- Small group and guided learning

If your child requires additional provision as a result of special educational need, then the class teacher will meet with you to discuss the support your child will receive, following our Graduated Approach cycle.

The class teacher will oversee, plan and work with each child with SEND in partnership with parents to ensure that progress in every area is made. In some instances support may be given from one of our many experienced teaching assistants to support in a specific area of need. This work will always be planned with the class teacher to ensure consistent approaches are being used.

There may be a Learning Support Assistant (LSA) working with your child either individually or as

part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to you when support starts.

16. How will my child be included in activities outside the classroom including physical activities, school trips and school clubs?

Children with SEND are encouraged to participate in all school activities. All children are offered access to before and after school clubs and where possible additional support is provided if needed. Some clubs are offered to children during the school day, e.g. at lunchtime to ensure all children who want to attend are able to and support is provided where needed. School trips are accompanied by a high ratio of adults to children. Parents/ carers are invited to join us on school trips.

17. What support will there be for my child's overall wellbeing?

At Raynsford we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, low self-esteem and struggling to communicate effectively. All classes follow a PSHCE (Personal, Social, Health and Citizenship Education) which is tailored to the needs of the children within each class. However, if your child finds aspects of their social and emotional development more difficult we offer:

- SMILE mentoring with an experienced and trained HLTA (higher level teaching assistant)
- Support via 'friendship circles'
- Two children from each class (Year 1 to 4) are trained to be 'playground buddies' each term.
- Social skills groups
- A group of Year 4 children are trained as 'Sports Ambassadors' and they help to organise and run activities at lunchtime

SMILE stands for Supporting Minds in a Learning Environment

18. How will my child be supported when they start school, move from one year to the next or change schools?

At Raynsford, we recognise that transitions can be difficult for a child with SEND and as a result careful consideration is given to prepare pupils with SEND for transition at all stages.

When starting Raynsford at the beginning of Reception Class, initial contact is made with the setting previously attended where this is not Rayndrops Pre-school, and with the parents, as soon as we are notified that a child is transferring to our school. In addition to the usual transition arrangements we can organise additional informal visits to the schools at different times of the school day as appropriate to the needs of your child. Individual transition programmes can be actioned where appropriate. This may also include a member of our school staff visiting the child on some occasions in the setting from which they are coming from.

Where a child is moving to us from a different school and not at the beginning of Reception class year, we try to arrange a visit to spend a short time with the class (up to a morning or afternoon) before they begin with us. Transition photo books can be organised where appropriate.

Where transitions are occurring within school, for example, moving onto the next class, we take steps to ensure any transition is as smooth as possible by using:

- Social stories
- Transition visits
- Meetings to share information about your child
- Photo books
- Focussed group work around the upcoming changes

When children are moving to another school or to middle school, the SENDCO and class teacher works closely with parents/carers, to share information and to prepare the child well in advance of the move. Where appropriate we will try to organise some additional transition visits to the new school in advance of advance of usual 'step up' days.

19. How accessible is the school environment?

Raynsford C of E Academy and Rayndrops Pre-school is built on ground floor level with a small step to access the Rayndrops Preschool from the office end of the school and into the outside area of the provision. There is an alternative one level door which can be accessed from by the Reception Class and the outside door near here can also be used to access the outside area for Rayndrops too when required making all parts of the school grounds and building accessible for wheelchair access. There is a wheelchair accessible toilet located next to the staffroom.

Children are able to access the curriculum as a result of appropriately differentiated teaching and the use of various strategies including the use of visual supports and practical activities. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Breakfast and Afterschool Club and extra-curricular activities are accessible to all children, including those with SEND.

20. What specialisms and relevant SEND training do staff have?

All staff are trained, (through a yearly programme of continuing Professional Development), this includes in meeting the needs of all learners and in adapting lessons to increase the use of elements (such as visual prompts, use of technology) known to support students who need extra help.

Teachers collaborate with specialist staff to build adaptations to activities especially for those children with high needs.

Staff have the following specialisms and attended the following training:
Mrs Webb is a fully qualified SENDCO and holds the National Award for SENDCOs
Mrs Wallis is a fully trained SMILE Mentor
Mrs Prodger is training as part of a project with CHUMS and CAMH as the school's Emotional Wellbeing Lead
Mrs Jones is fully trained in planning and delivering TRACKs a spelling and word reading intervention programme

All staff have received training in the following areas:
Autism Awareness training including strategies for teaching children with ASD/ASC
Misdiagnosis of SEND delivered by a National Trainer – Clare Stockley
Safeguarding training
Epipen training
One teacher has attended training with Jigsaw concerning Understanding Social, Emotional and Mental Health (SEMH) Needs and Strategies that can be adopted to support learners with SEMH needs.
SENDCO attends termly updates and training via PSG and is currently collaboratively working with a small group of other local SENDCOs to share expertise

21. How are governors involved in the SEND provision of the school?

The SENDCO monitors SEND provision in school on a termly basis and reports to the governors to inform them about the progress of children with SEND and the effectiveness of the support and intervention we have put in place across the academic year. One of the governors is responsible for SEND and meets regularly with Mrs Webb for updates.

22. What specialist services and expertise are available at or accessed by the school?

At Raynsford we currently employ the services of an Independent Speech and Language Therapist who works closely with our SEND teaching assistant to devise and deliver personalised programmes to address the needs of individual children.

We also work closely with any external agencies that we feel are relevant to individual children's needs including CHUMS, CAMH, GPs, social workers, the school nurse, paediatricians, physiotherapists, occupational therapists, Advisory teacher for children with ASD and educational psychologists.

23. What should I do if I am concerned or unsure about the support my child is getting?

If you have any questions or concerns about your child's support, in the first instance speak with your child's class teacher and seek to resolve any concerns. If you still have concerns then make an appointment to speak with Mrs Webb SENDCO or if of a more serious or sensitive nature, an appointment should be made to see the Head Teacher.

24. Where can I find out more information about the SEND policies and practices of the school?

Further information can be found on the SEND page of the school's website. The website contains a copy of the SEND policy and other relevant policies.
The school website also contains links to Central Bedfordshire's Local Offer regarding SEND and other local points of information for parents and carers of children with an SEND.
You can also talk to your child's class teacher or contact Mrs Webb, the schools SENDCO via the school office on 01462 812319.