



L.E.A.D. Academy Trust
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SEN Information Report

Rainbow Forge Primary Academy

Review frequency: Governing body free to determine.

Approval: Full governing body or a committee of the governing body.

Updated: December 2022

We maintain a strong ethos of inclusion at Rainbow Forge, which aims to provide fully for children across a range of special educational needs;

- Communication Difficulties
- Cognition and Learning
- Social, Emotional and Mental health difficulties
- Sensory and/or physical needs

Here at Rainbow Forge we are committed to providing the highest quality education and support for all our students.

- We believe that we should all aspire to be the best we can be.
- We believe that we should all achieve everything that we are capable of.
- We believe that we should all challenge each other to produce our best.
- We believe that we should all enjoy being a part of our learning community.
- We believe that we should all have the needs of our community at the heart of what we do.

The **Special Educational Needs Code of Practice** gives guidance to education settings that help to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

How will children be welcomed into school?

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum.

Our aim is to provide quality first teaching plus additional provision where needed for those children with Special Education Needs and or Disability, whatever those needs may be, so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Who is involved?

Strategic lead SENCo:

Nina Sneddon

Assistant SENCo:

Amy Ambler

This team is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing how their children are progressing
- Liaising with all the other people who may be coming into school to help support children's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of children's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school make the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Class Teacher

Responsible for:

- Providing quality first teaching for all pupils in their class.
- The progress of children and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Conducting 3 reviews per school year, sometimes with the support of the SENCo.
- Ensuring that all staff working with children in school are helped to deliver the planned work/programme for individuals, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

How we identify Special Educational Needs

All staff have a responsibility to ensure all pupils at Rainbow Forge are achieving their potential, are secure and happy. Any concerns a staff member may have regarding barriers to learning are discussed with the SENCo team.

Early intervention and continual tracking of progress are key to identifying SEN and ensuring children are supported at the first opportunity to ensure the best possible progress. We do this through the following systems:

- A focus on SEND in the early years, using benchmarking data on entry to Foundation stage 1 and 2, plus observations and data analysis to inform discussions with the strategic SENCo to identify any pupils with potential SEND.
- Termly pupil progress meetings to identify children with a potential barrier to learning. Once a child is identified as having a potential SEN it is the SENCo's responsibility to observe, advise class teachers, discuss with parents and refer to external agencies if necessary.
- A continual professional dialogue between staff to identify where there may be barriers to learning.
- We use the Sheffield Support grid (SSG) to moderate the level of a child's need and ensure we implement the appropriate level of support.

What will happen if a child does have SEN?

The school will follow a graduated approach to children's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting every child's needs.

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If a child has been identified as needing more specialist input in addition to quality first teaching and intervention, referrals may be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. Parents may also be asked to complete a Support Plan or Extended support plan document with the SENCo and/or class teacher which will outline a child's strengths, needs and outline to provision we can provide in school.

If it is agreed that the support of an outside agency is a way forward, parents will be asked to give their permission for the school to refer their child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand their child's particular needs better.

How will teaching be adapted to meet the needs of every child?

All children receive class teacher input via quality first classroom teaching:

- The teacher will have the highest possible expectations for all pupils in their class.
- All teaching is based on building on what each child already knows, can do and can understand.
- Putting in place different ways of teaching so that every child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources. This will be shown on class provision maps.

- All lessons are differentiated to meet the needs of each child in the class.
- Children with very high needs may have some of their learning in the Specialist Learning Base. The staff in this room are specially trained in building engagement and communication for our pupils who are not yet accessing subject specific teaching. Individualized approaches are developed using advice from professionals and support the children in making progress towards their EHCP or support plan targets.
- Grouping of ability, mixed and independent work is used to support all pupils.

- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable every child to access the learning task. This may be shown on provision maps or a child's individual support plan, my plan or EHCP.

How do we know provision is effective?

- We use robust monitoring systems to ensure we are adapting provision to enable pupils with SEN to make good progress. The progress of pupils with SEN is tracked termly and discussed by the class teacher, pupil, parents and Senior Leadership team including the SENCo. Where concerns about progress are raised adaptations to provision will be made, sometimes involving external agencies. Progress during extra interventions is discussed by teachers and teaching assistants and records of progress is kept in files in the classroom. The SENCo analyses assessment data at the start and end of interventions to ensure they are effective in boosting children's attainment.

What skills do the staff have to meet the needs of every child?

- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff may have in house or external training run by outside agencies that are relevant to the needs of specific children in their class.

How will parents know how their child is getting on?

At Rainbow Forge Academy each child's progress is continually monitored by their class teacher, SENCo and the Leadership Team.

- Their progress is reviewed continually and tracked on our system.
- Children in Y1 or above who are working significantly below the age related expectation due to their special educational need will be assessed using the Birmingham Toolkit. This allows small steps of progress to be recognised with clear next steps and individualized targets.
- If a child is not yet working at subject specific levels, they will be assessed using the Engagement Model. This observation based assessment ensures children's early learning skills are captured and built upon as part of their plan/do/review cycle. Parents receive a weekly observation record showing their child's progress in a 5 areas of engagement.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and they are the results that are published nationally. If a child is being assessed using the Engagement model then this will be reported instead of SATs results.
- Children on the School SEND register will have a 3 reviews a year of their EHCP or Support plan targets.

- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The Leadership Team and SENCO will also check that every child is making good progress with any individual work and in any group that they take part in, and adapt provision if this is not the case.

- A range of ways will be used to keep you informed, which may include:
 - Parents evenings
 - Additional meetings as required
 - Reports

Accessibility for pupils with a disability

Access arrangements for pupils with a physical or sensory disability are made as and when needed. Disabled access toilets and changing facilities are available in school.

What extracurricular activities can children with SEND access?

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What if a parent thinks their child needs more help than the school can provide?

If a parent or the school believe that their child needs more support than the current provision set in place either can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer (<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>)

After the school have sent in the request to the Local Authority (with a lot of information about the child, including some from parents), they will decide whether they think the child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in, the Local Authority will decide if a child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for the child.

This may be used to support children with whole class learning, individual programmes or small groups. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop plans and review each child's needs.

How will school help manage transitions into school, into a new class or into a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If a child is moving to another school:
 - We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made.
 - We will make sure that all records about children with SEND are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher.
 - All SEN plans will be shared with the new teacher.
 - Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
 - Books can be made containing photographs of a child's new teachers, classroom, etc for children to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
- When moving into Rainbow Forge during the academic year:
 - We will meet with families to discuss their needs and decide how to best transition into our school.
 - We will liaise with previous school SENCO to discuss the provision and obtain records from external agencies.
- In Year 6:
 - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
 - The SENCO will meet (or speak over the phone) with the SENCO of their secondary school, and a specialist session for SEND students may be arranged.
 - Every child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
 - Where possible children with SEND will visit their new school on several occasions and in some cases staff from the new school will visit children in this school.

If you have any further queries please contact:

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