



Rood End Primary School

SEND offer

School Name: Rood End Primary School

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Head teacher: Jayne O'Neill

SENCO: Samantha Billingham

Date: October 2024

Who can I contact about SEND provision at Rood End Primary School?



Mrs Billingham—SENCO

- Work with the headteacher, and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Review and monitor SEND provision and progress.
- Ensure EHCP provision is in place and reviewed.
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Contact: sam.billingham@roodend.sandwell.sch.uk



Mrs O'Neill—Head Teacher

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

We work alongside the following agencies to support children with SEND:

- Education and Child Psychologist—Dr Laura Mennell
- Trainee Education and Child Psychologist— Emily Harris
- Specialist Advisory Teacher for Learning (SAT-L) – Shantelle Sturridge
- Specialist Advisory Teacher for Social, Emotional and Mental Health (SAT-SEMH) –Sarah Messenger
- Complex Communication and Autism Team (C-CAT) – Louise Pearce
- Specialist Teacher for Visual Impairment—Carrie-Ann Parsons
- Enhanced Speech and Language Therapist—Abbie Doughty

What Special Educational Needs provision is available to children at Rood End Primary School ?

At Rood End Primary School support is targeted through the 4 broad areas of need:

1. Communication and Interaction

- Receptive language/language comprehension
- Expressive language
- Developmental language delay
- Developmental language disorder
- Social communication/interaction
- Speech and Language difficulties

2. Cognition and Learning

- Mild and moderate learning difficulties
- A specific learning difficulty in one area eg reading, spelling, mathematics

3. Social, Emotional and Mental Health difficulties

- These may be temporary or long term and may affect the child's ability to learn. Children who experience social, emotional and mental health difficulties may also have additional difficulties

4. Sensory and/or Physical

- Hearing impairment
- Visual impairment
- Physical impairment
- Medical needs

These areas of need help us identify what action required. Some children will have difficulties in more than one of these areas. Provision is monitored and adapted to ensure that this is effective.

What should I do if I think my child may have special educational needs?

We operate an open-door policy. Class Teachers, SENCO and Assistant SENCO are available to discuss concerns. Appointments can be arranged at mutually convenient times.

We always involve parents and children in planning and reviewing progress. We communicate clearly and regularly with parents and carers of children regarding:

- how we support their children
- their achievements and their well-being
- their participation in the daily life of our school

We offer help, advice and model how parents and carers can help their children at home.

We welcome and value feedback on how well we are working with our parents and we are keen to review and develop our SEND Local Offer further with parents' help and suggestions.

How will the curriculum be inclusive for my child's needs?

We know that high quality teaching and skilful support will result in progress for all children including SEND. We aim for our curriculum to be inclusive by:

- differentiated tasks.
- Class Teachers taking full responsibility for children's learning and progress.
- a wide variety of teaching approaches.
- providing stimulating, interactive and practical work.
- tracking pupil progress to inform next steps in teaching
- use of specialist equipment or digital technology to support learning, engagement and retention

How accessible is the school environment?

The ICT Suite and all other classrooms are in a single storey building.

Specialist equipment is used to meet individuals needs (e.g. walking and hearing aids) to ensure that all children can access the curriculum.

How will my child be included in activities outside the classroom including school trips?

Staff conduct pre-visits and risk assessments for planned trips to ensure that they are accessible for all. On rare occasions, in consultation with parents or carers, alternative provision is planned.

Provision to meet need.

Wave 1 is known as 'Universal Provision' and this is what is provided for ALL our pupils within their classroom setting.

Wave 2 is known as 'SEN Support Provision' which is offered to those pupils who have not made expected progress or need a small boost in order to achieve their potential. These interventions are offered on a short term basis in order to rapidly move the pupils forward in their learning and are often provided within the classroom setting or within a small targeted group.

Wave 3 is known as 'Highly Individualised Intervention' is for those pupils who have been identified as having a Special Educational Need and/or Disability. These children require more individualised learning opportunities and a more significant level of support 'above and beyond' what is provided for all children in order for them to make progress. The expectation is that SEND pupils will make good rates of progress and meet specific outcomes set. Not all interventions will be suitable for all children so will be individualised to meet each child's needs.

Children with EHCP's have an individual plan which identifies end of Key Stage targets, short term targets for their current academic year and the provision that should be put in place. Provision maps support teachers' planning to ensure that additional provision is being made for pupils with SEND. Provision plans are reviewed termly alongside the SENCO.

At Rood End we have developed a core curriculum to support and track progress for children who need additional support in Reading, Writing and Maths. The core curriculum maps out our key skills from Sandwell Skills Ladders Building Concepts to Year 3. Children who follow our core curriculum are tracked closely (half termly) to ensure their learning is appropriate, challenging and supporting them to make progress.

How does the school know if children need extra help?

To plan effectively for all children, we talk to parents and carers from their child's entry into school. Through home visits and initial meetings with staff we establish whether parents have any concerns about their children. This helps us to plan how we can work together.

In the first term we assess all Nursery and Reception children through classroom observation, WellComm screening and a baseline assessment. Pupils are continually assessed to ensure the correct provision is in place.

For children joining Rood End contact is made with the previous school for a discussion with the class teacher, SENCo and/or Headteacher depending on the level of need. We also support transition to a new school through visits with parents and/or through 1:1 support. Analysis of school data identifies if a child may require additional support.

We take great care to establish whether progress is affected because a pupil has English as an additional language or whether there is a specific SEND need.

We work with specialist services for example, Educational Psychologist, Speech Therapists and Occupational Therapists. Through individual support or differentiated work we integrate recommendations and targets set by external agencies.

Identifying SEND pathway

Quality First teaching

Adaptations are made to meet the needs of all pupils. High expectations for all. Teachers are knowledgeable about the needs of all the pupils in their class and are accountable for standards. Teachers direct the work of support staff to ensure pupil progress.



Barriers to learning

Data, individualised assessments and knowledge of the child identify gaps in knowledge and pupils who are making slower than expected progress.



Interventions

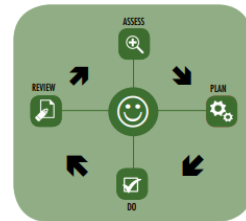
Consult with SENCo. Interventions agreed.

Staff record dates, frequency, start data and end data.

Review after 6 weeks and continue if required to consolidate learning.

Child added to class Provision Map.

Progress closely monitored.



SENCo receives Cause for Concern form

SENCo investigates cause for concern through dialogue with teacher, support staff, child, Safeguarding team, Attendance officer and parents.

SENCo to provide in school support and guidance for staff.

Assess, Plan, Do, Review. Additional or alternative interventions if appropriate.

SENCo to use SEN code of practice and external school support regarding the 4 broad areas of need to assess needs and next steps.



Outside Agency support

SENCo completes consultation request for LA Inclusion Support involvement.

Outside agencies produce reports and targets.

Class Teacher implements provision, SENCo monitors progress.

SENCo to liaise with Outside Agencies regarding progress and next steps.

Evidence collected for new EHCP applications and alternative funding streams.

How do we assess and review progress?

We monitor the progress and well-being of children with SEND and the quality of our provision through lesson observations, pupil interviews and discussions with teachers and support staff.

Each term the class teacher and Senior Leaders review how well all children, including those with SEND, are making progress in a 'Pupil Progress Meeting'. We use the information we have about each child to plan programmes of support and how this will be delivered.

Parents Evenings are termly and parents receive an annual report of their child's achievements. There are annual reviews for pupils with an Educational Health and Care Plan.

All classes use Edukey online provision maps in to identify and plan additional support and interventions. Interventions are recorded and monitored on individual provision maps, progress towards individual targets are monitored. If there is no progress against targets the support will be reviewed and adapted in consultation with the SENCo. Monitoring is made through observations, learning scrutiny, talking to children and analysis of data.

All our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice to ensure the best possible provision for our children, including those with SEND.

A designated SEND governor meets termly with the SENCO to ensure quality of provision. The designated SEND governor is J.Haydon.

The Hub

Intent

At Rood End Primary School our intention for Special Educational Needs and Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that all of our pupils are equipped with the tools needed to become independent, inquisitive learners.

We are committed to ensuring that all pupils, including those with some specific and complex needs, receive the highest standard of care and access to an inspiring and wide-ranging curriculum. We pride ourselves on the inclusive nature of our school, children mix happily and are fully accepted into school life by staff and their peers. Where needs can be best met outside of the classroom, children will use The Hub for this part of their day.

Implement

The Hub is a highly differentiated provision focused on supporting children with complex needs. All children who learn in "The Hub" have difficulties with Speech, Language and Communication. 15 children access The Hub and 5 have a diagnosis of Autism Spectrum Disorder (ASD).

Children will be part of a mainstream class and will engage in class activities based on individual needs. We aim for children to integrate into learning and social times throughout the day and adapt to ensure each child is supported. We encourage children to be included as part of their mainstream class and their teacher will tailor a curriculum to meet their needs. They will have 1:1 or small group support in the classroom when needed and have access to individual work stations.

The Hub focuses on equipping children with the skills they need to learn within the classroom environment. It is a structured teaching space focused on clear boundaries, consistent, structured routines, communication and language skills and independence.

Each child has a specially designed learning programme which includes personalised learning targets linked to EHCP's, social communication and interaction targets and activities to support sensory regulation. Each session is highly focused and has a structured timetable. Children move between work station activities, speech and language activities, shared snack times, story times and structured play sessions.

We use a range of strategies to support children including:

- TEACCH
- Makaton
- PECS
- Now/Next
- Wellcomm
- Aided Language Displays
- Objects of reference
- Intensive Interaction
- Communication Symbol Supported Text

Where children are not yet accessing the National Curriculum, progress is tracked through Sandwell Skills Ladders, Wellcomm and a small number of children may be assessed and demonstrate progress through the engagement model, which looks at 5 areas of engagement in learning and is for children who are either in the very early stages of, or not yet ready for subject specific learning.

All staff receive regular training and support and work closely alongside outside agencies including:

- Educational Psychologists
- Speech and Language Therapists
- Complex, Communication and Autism Team
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for Social, Emotional and Mental Health
- Occupational Therapists
- Physiotherapists

What training do the staff supporting children with SEND have?

All staff receive regular training regarding SEND provision.

We work with Sandwell's Inclusion Support team which offers a range of support, training and advisors including:

- Education Psychologists
- Speech and Language Therapists
- Occupational Therapy
- Complex Communication and Autistic Team
- Physiotherapists
- Behaviour Support
- Hearing, Physical and Sensory Support
- Child and Adolescent Mental Health Services
- Language and Learning Support

Where is the Local authorities Local Offer published?

Sandwell Authority Local Offer: www.sandwell.gov.uk/send

Any queries about Sandwell's Local offer can be made by calling 0121 569 6777 (Monday to Friday, 9.00am-3.00pm).

Mrs S Billingham

SENCo

October 2024