

Rectory Farm Primary School



**Our Special Educational Needs and Disability (SEND) Offer
to meet the needs of pupils with
Special Educational Needs and/or Disabilities
to ensure that they make the best possible progress in school.**

Last reviewed January 2023

At Rectory Farm Primary School we:

- Identify children with Special Educational Needs and/or Disabilities quickly, ensuring provision is put into place in accordance with the Special Education Needs and Disability Code of Practice
- Appoint an Inclusion Leader who co-ordinates Special Educational Needs
- Invest in whole school and targeted training for staff to ensure staff have up to date knowledge and expertise in Special Educational Needs and/or Disabilities
- Ensure inclusive, high quality teaching and support is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'
- Assess, plan, do and review provision for pupils with Special Educational Needs and/or Disabilities to evaluate effectiveness and measure progress
- Provide information on school arrangements for SEND to parents and governors
- Work closely with other bodies, including Health and Social Care, Local Authority and Voluntary Sector Organisations to meet children's Special Educational Needs and/or Disabilities and to support their families
- Consider special arrangements for current pupils with disabilities and act pre-emptively for children in the future with disabilities
- Publish on our school website the school Inclusion policy which should be read in conjunction with the SEND Information Report

Our commitment and aspirations

Rectory Farm Primary School is a fully inclusive school that strives to ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document intends to provide you information regarding the ways in which we support children with Special Educational Needs and/or Disabilities, to ensure that they reach their full potential. It may not list every skill, resource and technique we employ at Rectory Farm Primary School as these are continually being developed, modified and personalised to meet the changing requirements of individual children at our school.

Children are identified as having a Special Educational Need and/or Disability when their learning difficulty or disability calls for special educational provision; that is provision different from or additional to that normally available to children of the same age. We have specific interventions of support, Individual Education Plans and One Page Profiles which are implemented to provide additional support and raise progress.

We aspire for all children with Special Educational Needs and/or Disabilities at Rectory Farm Primary School to make good progress and achieve in line with other schools nationally. We ensure we listen to the views of the child, parents and other multi-agency professionals and work collaboratively to secure the best possible outcomes for the child. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. Continuing professional development is important to ensure that all teachers and teaching assistants have up to date training and expertise to support children with SEND. Specialist expertise is secured to meet the needs of individual children and we have good relationships with a number of external agencies, who assess children and advise parents and schools.

Useful links include the Northamptonshire's Local Offer which can be accessed at: www.northamptonshire.gov.uk/localoffer.

Impartial, confidential and free information, advice and support about matters relating to Special Educational Needs and Disabilities can also be obtained from the Information Advice and Support Service for SEND in Northamptonshire at: www.iasnorthants.co.uk.

At Rectory Farm Primary School, we are committed to establishing equality for all. The school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- To increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as our able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- To improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information we provide should be available in various preferred formats within a reasonable time frame.

The Equality Act 2010 states: “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.”
Section 1 (1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes and cancer. Children who have these illnesses do not necessarily have Special Educational Needs, but there can be an overlap between disabled children and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Who are the best people at school to talk to about my child's SEND?

Class Teacher - responsible for;

Planning the curriculum and differentiation and assessing your child's progress

Stella Clarke, Inclusion Leader - responsible for;

Co-ordinating all the support and intervention in the school and keeping parents and carers informed; holding Annual reviews for children with Education and Health Care plans and liaising with all multi-agency professionals involved in supporting your child.

Rebecca Williams, Executive Head teacher - responsible for;

The day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.

Sally Perkins, SEND Governor - responsible for;

Making sure the necessary support is made for every child with SEND who attends the school.

Leadership of SEND Provision

Our Inclusion Leader, Stella Clarke, co-ordinates support and interventions across the school and from outside agencies. The Inclusion Leader will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils, should be available to the whole class.
- Class teachers are responsible for planning the curriculum and assessing your child's progress, including those with additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class teacher, working with the Inclusion Leader, will assess whether the child has SEND.
- Where a Special Educational Need or Disability is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- Education and Health Care plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will continually monitor and evaluate the effectiveness of its provision for pupils with SEND.

How will I know how well my child is doing at school?

In our school we have:

- An open-door policy - parents are always welcome
- Strong partnerships between parents and teachers with regular communication
- Meetings with Inclusion Leader whenever required, including personal invites to additional meetings where individual targets and interventions of support can be shared
- An annual written report from the class teacher

The different types of support that may be available for children at Rectory Farm Primary School is set out below:

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	<p>As a whole school our ethos and practice includes:</p> <ul style="list-style-type: none"> • Strong School Values • Consistent application of the school's behaviour policy • Value related messages reinforced in weekly assemblies • Value related certificates awarded weekly • Relationship sessions which uses a restorative approach in supporting children to build positive relationships with friends and adults in the school community • A positive, supportive and nurturing environment • A daily lunchtime group led by the Learning Mentor and a Teaching Assistant where groups of children are supported • PSHE curriculum – Jigsaw • Thrive class assessments (right time social and emotional intervention) • Zones of Regulation boards in all classes • Protective behaviours • One Page Profiles • Family Support Worker supports well-being daily across both Key Stages • Mental First Aid for Schools training (Nurture leader and Family Support Worker) • Anti-bullying • A 'Heroes Journey' which supports transition from Year 6 to Secondary School • Worry boxes in classrooms • Social stories at the end of the summer term to support transition to new class • Meet and Greet • Pre and Post Teach to promote self-esteem and self-confidence • Continual Professional Development of teachers and teaching assistants 	<p>Interventions highlighted below are planned, implemented, assessed and reviewed:</p> <ul style="list-style-type: none"> • Personalised reward charts • Positive Handling Plans • Cherry Tree Nurture Class • Zones of Regulation • Drama • Drawing and Talking • Lego Therapy • All about me • Social Stories • Flip your lid • Pets as Therapy <p>External agency support:</p> <ul style="list-style-type: none"> • CAMHS • School nurse • Specialist Support Services • Educational Psychologist • Bereavement and Loss (FSW) • SEMH panel • Occupational Therapy <p>Adaptations to the physical environment e.g. space for a 'time out'</p>

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		and additional support during unstructured times e.g. at breaks and lunchtimes can be implemented. Behaviour Management Plans are implemented to ensure consistency. Whole class and individual (where appropriate) Thrive assessments are continually reviewed to define need and measure impact of interventions.
Speech, language, communication and interaction	<ul style="list-style-type: none"> • All Reception children screened using the Wellcomm assessment for early identification • Staff in Early Years have undertaken 'Talking Success' training to enable early identification and support for children with speech, language and communication needs • Speech, Language and Communication Progression Tool used to assess Key Stage 2 children who are not progressing as expected • Action Picture Test and Word Finding Vocabulary Tests administered • Strong emphasis on speaking and listening and phonics teaching • Oracy Voice 21 conventions implemented • Communication friendly learning environments – (e.g. widgeits) • Clicker 7 electronic writing support • Drama4Writing embedded across the school • Visual timetables and structured days • Individual learning styles understood with a personalised curriculum e.g. tray tasks • Differentiation by level, outcome and grouping • High quality first teach with appropriate pitch and pace • Personalised support within the class • Additional TA support within class • Continual Professional Development of teachers and teaching assistants • Whole school focus on developing vocabulary across the curriculum • InPrint visual resources 	<p>Interventions highlighted below are planned, implemented, assessed and reviewed:</p> <ul style="list-style-type: none"> • Personalised visual schedules • Time to Talk • Communication boards • Friendship Formula • Language for Thinking • Colourful Semantics • Barrier Games • 1:1 speech and language support • Black Sheep • All about me • Socially Speaking • All about me • Paired Reading • Play Therapy <p>External agency support:</p> <ul style="list-style-type: none"> • Advice and support from Target Autism and Autism Outreach • Speech and Language • Community Paediatrician • Educational Psychologist <p>Adapted and alternative communication systems are used and</p>

		the physical environment is adapted to provide space for children to relax (what makes me feel good) and work (work stations). Comic Strip Conversations, Social Stories and sensory Stories are also used to support children.
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> • High quality first teach • Continual Professional Development of teachers and teaching assistants • Inclusive learning environment • Differentiation of the curriculum and teaching • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment • Pre and post teach • Concrete, pictorial, abstract methods of teaching • Real life contexts • Vocabulary focus • Check for understanding including non-examples • Scaffolding e.g. sentence stems, organisation charts, pictorial representations, modelled support, checklists, word mats etc 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Tailored fluency/ practice questions • Targeted intervention programmes including Individual Education Plans • Child friendly targets • Differentiated resources – personalised support wallets • Specific and measurable interventions that support transferable skills into the classroom and demonstrate impact • Access to ICT equipment and alternative methods of recording • Access to small teaching and learning groups • Additional in class TA support • Additional specialist teaching support • Educational Psychology assessment / support
Sensory and physical needs (e.g. hearing, visual impairment, multi-	<ul style="list-style-type: none"> • Referral to Hearing Impairment Service or Visual Impairment Service • Provision of specialised equipment, including technology • Curriculum is adapted – e.g. work enlarged to meet individual needs for visually impaired children and interactive white board mirroring used. 	<p>External agency support:</p> <ul style="list-style-type: none"> • Visual Impairment Service • Mobility Officer • Hearing Impairment Service

sensory, physical and medical needs	<ul style="list-style-type: none"> • Seating position within class prioritised • Continual Professional Development of teachers and teaching assistants • Multi-sensory approach to teaching with practical reinforcements • Mobility and movement programmes • Four First Aiders holding Paediatric First Aid certificates 	<ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy • Liaison with medical professionals <p>Personalised adaptations to learning environment:</p> <ul style="list-style-type: none"> • Learning environment modified to meet individual children's needs • Individual health care plans for children with physical or medical needs • Additional resources adapted and modified to reduce individual barriers to learning e.g. sloping boards, coloured paper • Use of personal iPad/ laptop • Clicker 7 • Touch Typing • Enrichment opportunities
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Nurture Lunch

Nurture lunch is an additional pastoral support arrangement enabling continued support for children's SEMH needs after transitioning from nurture. It provides opportunities to check in with a trusted adult, while reminding and encouraging the use of previously learnt strategies to support continued emotional development.

Raising Self Esteem and Developing Skills

It is part of the school policy to deal with behavioural issues in a positive way so that children can learn from situations and recognise how to deal with potential difficulties in the future. We work to support pupils in developing skills to support real life learning situations, such as dealing with conflicts, recognising how to deal with negative emotions and taking responsibility for our own actions. These skills and experiences are also explored as part of PSHE lessons and circle time activities. Right time assessments are completed in order to target and personalise 20% of the PHSE curriculum to each class.

Relationship sessions

Relationship sessions centre on Restorative Practice philosophy and are used at Rectory Farm to support children to take responsibility for actions, resolve conflicts and build positive relationships. Rectory Farm embraces relationship sessions as a means of empowering the whole school community to build a consistent structure to support children in their relationships with others. It considers everybody's needs and nurtures relationships whilst recognising responsibility, encouraging accountability and repairing harm done to

relationships. It develops emotional literacy through teaching children how to communicate with one another using a set of 6 key questions.

1. What happened?
2. How were you feeling at the time?
3. Who do you think has been affected/involved?
4. How does he/she/they feel?
5. What can we do to make this better?
6. How is everyone feeling now?

Cherry Tree class nurture provision

Cherry Tree Class is our nurture room where children with SEMH needs are supported to develop social and emotional skills. Our aim is for these children, having spent a dedicated amount of time in 'Chery Tree Class', to reintegrate fully into classroom life where they are able to flourish using learnt techniques to overcome previous social and emotional barriers.

The Principles Underpinning the Cherry Tree Room

- Children's learning is understood developmentally: taught lessons are included, but structured play activities appropriate to a child's developmental level are an important part too.
- The Classroom offers a 'safe base': the day is clearly structured and adults are reliable, firm and consistent. Adults aim to understand each child individually (what works for one doesn't work for another).
- The importance of nurture for the development of wellbeing: activities through which we can achieve this include cooking, having meals together, sensory circuits, Lego therapy and associative and co-operative play.
- Language is a vital means of communication: children take part in circle time and snack to support communication. Children are spoken to and

never “about/over”. Children are encouraged to communicate feelings with their spoken language.

- All behaviour is communication: We look at why something has/is happening and support children to communicate difficult feelings in positive ways. Behaviour contains a message that needs to be interpreted.
- The importance of transition in children’s lives: Adults are always available to support at these times, supporting children to settle and understand change.

Friendship Formula

This intervention is for a group of up to eight children and is lead by two teaching assistants. The biggest strength of this intervention is the sense of belonging it gives to the children taking part. They belong to a group and look out for each other. The objectives for the group are as follows:

- I can tell you why I feel part of a group
- I can tell you the things that hurt my feelings
- I can understand that everyone is different and unique.
- I can understand that ‘giving’ can make me feel happy.
- I can give and receive a compliment
- I can tell you what being a good friend means to me
- I can disagree with someone’s opinion without falling out
- I can tell you what I have learnt in the friendship group.

What happens if my child with SEND makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.

- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice (January 2015) or through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school. Our designated SEND Governor is Sally Perkins.

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