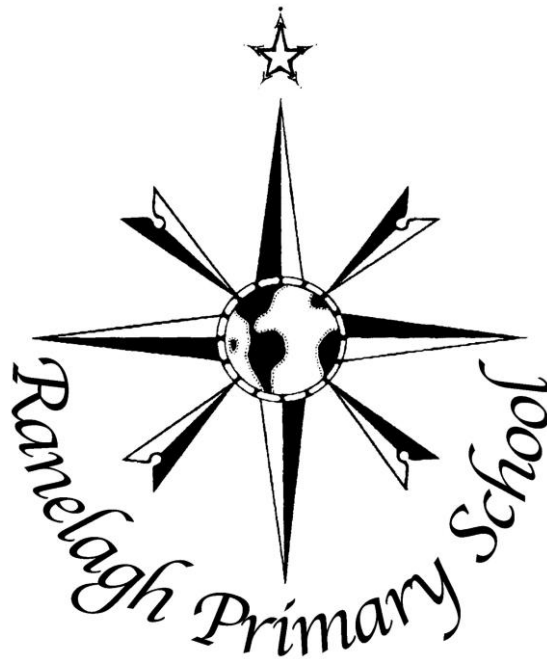


SEND information report



Drafted by: Sehnaj Patel

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Ratified by governors: Yes

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SEND information report

What is the role of the Inclusion Team at Ranelagh Primary School?

The Inclusion Team are:

Inclusion Manager – Mrs Sehnaj Patel

SENDCo – Mrs Tania Chowdhury

Learning Support Teacher – Ms Katy McDonald

Learning Mentor- Miss Sue Green

School Based Art Therapist - Althea Lewis

The Inclusion Team is responsible for the leadership and development of each of their areas. Meetings are held regularly with the Inclusion Manager to track children's progress. The team will also work with external agencies to ensure the best possible support is provided for children with Special Educational Needs and Disabilities (SEND). The Inclusion Team will ensure parents/carers are informed of the support their child/ren is getting and the progress they are making.

We have tried to list some frequently asked questions, that you as parents/carers may have in a clear and jargon free manner. However if you feel we have missed something or would like to add some other suggestions please contact the Inclusion Manager.

Identification

How does Ranelagh Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers or teachers.
- Concerns are raised by the previous school or setting.
- There is a lack of progress.
- There is a change to the child's behaviour or progress.
- The child asks for help.

What should parents do if they think their child may have Special Educational Needs?

- In the first instance, if you have any concerns contact your child's class teacher.
- If there are still concerns, then contact the Inclusion Manager (Ms Sehnaj Patel), the SENDCo (Mrs Tania Chowdhury) or Mrs Shella Lawrenson (Head Teacher).

How can parents be certain their child's needs are being met at Ranelagh Primary School?

- All teachers will plan and delivery lessons that meet the various needs of all the children in the class. Work will be differentiated accordingly to meet these needs. This may include additional support by the Class teacher or Classroom Assistant.
- If a child needs extra help in their learning for example in phonics, reading, maths they will be placed in a booster or intervention group run by a teacher or teaching support.
- Intervention programmes are designed and run with the needs of the individual child at the centre. Specific targets are set and progress is monitored and reviewed by the Inclusion team. If you have any concerns or questions about your child's intervention programme, please do not hesitate to contact your child's teacher or the Inclusion Manager.

What do I need to do if I want to make a complaint about the provision provided for my child?

- In the first instance make an appointment to see the class teacher. The class teacher will know your child well and may already know the details of any incident about which you may have a concern.
- If you are not happy with the outcome from this meeting, make an appointment to discuss your concerns with the Inclusion Manager.
- If your concern or complaint is not resolved at the above stages please write to the Head Teacher detailing why you are still dissatisfied and what action you would like to resolve the complaint. The school will aim to resolve any complaint within 20 school working days.

- In very rare cases, if you still feel dissatisfied with the outcomes you may wish to proceed to writing to the Chair of Governors and the Governing Body.
- For further details of the Complaints Procedure please see the School Website.

Assessment, planning and progress

- In instances where children are still not making the expected levels of progress, the Inclusion team will involve outside agencies such as Newham's Educational Psychology Service or The Occupational Therapy Service for more specialist advice and expertise and to further strengthen the support already being provided. A referral will be made with parental consent. After a series of observations and assessments, a programme of support is usually provided to the school and/or the parent/carers.
- Where children require a more intense level of support (High Needs Funding), staff from school and relevant outside agencies working in partnership along with the parents plan together to best support the child. Each child will have tailored Education and Social targets that are put into place.
- Decisions regarding the levels of support provided to children with Special Educational Needs will be taken by the Inclusion Manager based on the information collected and observations seen.
- Inclusion and Standards meetings are held each term. These are meetings where the class teacher meets with members of the Senior Leadership Team to discuss the progress of all children. This shared discussion may highlight any potential problems in order for further support to be planned
- Governors ensure that all Child Protection, Safeguarding and policies regarding inclusion are monitored and being followed.

How will the curriculum match the needs of my child?

- When a child has been identified with Special Educational Needs, their work is differentiated by their teacher to remove barriers to learning and enable them to access the curriculum more easily

- Teachers plan from the children's levels and interests wherever possible, adapting work to closely match their abilities and learning needs
- Additional adults may be allocated to work with your child in a 1:1 or in small group settings to target needs that are more specific
- If necessary, specialist equipment may be given to your child. For example concentration cushions, pencil grips or special scissors.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings with the class teacher and Inclusion Manager if appropriate.
- Class teachers are in the playground at the end of the school day if you wish to raise a concern. Appointments can be made to speak in more detail about your child's progress with the class teacher or Inclusion Manager.
- Regular review meetings of children with SEND with School staff, Parents/carers and outside agencies are held to discuss the needs of the child and that his/her targets are being met.

How is the decision made about how much support my child will receive?

- Funding will be matched to your child's need with the majority being spent on adults and learning materials
- Children identified as having Special Educational Needs are continually monitored and progress shared with you
- You will be kept informed of any outcomes of formal assessments undertaken by outside agencies
- Where referrals for outside agencies are deemed necessary, your consent will be needed to allow us to access this support.

Provision Arrangements

How does Ranelagh Primary School provide for the well-being of my child?

- The school has a strong focus on the health, safety and well-being of all the children.
- There are a number of adults and programmes at the school that will ensure your child feels safe and happy at Ranelagh Primary School including:
 - Your child's class teacher or support assistant: who are readily available to for children who wish to discuss their issues or concerns.
 - Child Protection Officer (Safeguarding Lead/s): who will provide pastoral support or refer to other services as appropriate.
 - Learning Mentor/s: who run well –being and personal development groups targeting social skills, self -esteem and anger management.
 - Art Therapist (School Counsellor): who provides a counselling delivered within school.
- The school has a set of detailed policies that describe our focus on all areas of your child's health and well –being and are available on our website.
- Parents without access to a computer can ask the Reception office to print out copies of these. This Report should be read alongside and in conjunction with the following Policies:
 - Inclusion Policy
 - Behaviour Policy
 - Attendance Policy
 - Anti -Bullying Policy
 - Supporting Children with Medical Needs Policy
 - Accessibility Plan
 - Equality Objectives
 - Safeguarding and Early Help Policy
- Children with medical needs
 - If your child has a medical need then Mrs Sehnaj Patel, compiles a detailed care plan in consultation, with the School Nurse and parents/carers. These are discussed with all the appropriate staff
 - Where necessary and in agreement with parents/carers medicines are administered in school by trained first aiders
 - A high number of support staff are qualified in First Aid and Paediatric training.

What specialist services and expertise are available or accessed by Ranelagh Primary?

- At times it may be necessary to consult with outside agencies to receive more specialist advice and expertise.
- Ranelagh Primary School works in close partnership with a wide range of agencies such as:
 - Educational Psychology Service
 - Speech and Language Therapists
 - Occupational Therapists
 - Art Therapist
 - Complex Needs and Dyslexia Service
 - Language, Communication and Interaction Service
 - Behaviour Support Service
 - Child Development Service
 - Child and Family Consultation Service
 - Children and Young Peoples Service

What training do staff at Ranelagh Primary School have in order to support children with SEND?

- The Inclusion Lead is accredited as a AET trainer (Autism Education Trust) to train other staff within the school and Local Authority around supporting and raising Autism awareness.
- All staff at Ranelagh Primary School receive weekly internal CPD (Continued Professional Development) to ensure they are able to help the children learn effectively as possible.
- Training has included sessions on supporting children with Autism, those with Moderate Learning Difficulties, Speech and Language Difficulties and Behavioural and Emotional Challenges.
- Support staff have received external training on administering First Aid, Diabetes and Anaphylaxis training.

How will Ranelagh Primary School support me to support my child's learning?

- At Ranelagh Primary School, parents are actively encouraged to come to school to learn about the different areas of the curriculum so that they are better able to support their children. For example, during Curriculum Evening, phonics, maths, science and reading week activities
- Parents can join the PTA (Parent Teacher Association) and get involved in many aspects of school life
- Language, Maths and ICT Workshops sessions run by the Borough for adults in conjunction with the Community Cohesion Lead
- Weekly Newsletters and MLE provide regular updates on supporting your child in school.
- The Inclusion Manager is Triple P (PPP) accredited and run sessions to support parents in managing their children's behaviour positively.
- Online Safety Workshops are held to support parents on how to keep children safe whilst using ICT and other social media.
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How will my child be included in activities outside the classroom including Educational Visits and Residential Holidays?

- Ranelagh Primary School will do everything possible to ensure your child is fully included in the curriculum, educational visits, P.E and wrap around care
- Risks assessments are carried out and procedures are put into place to enable all children to take part
- Additional support may be provided to ensure your child is able to participate on certain trips
- The Inclusion team also arranges visits that are specifically appropriate for children with needs such as visiting the soft play gym and swimming to develop their sensory processing skills.

- Overnight and residential trips are planned carefully with the appropriate support put into place to enable children with SEND taking part
- See Educational Visit Policy for further details

How accessible is Ranelagh Primary School to all children?

- The School's Accessibility Plan provides detailed information as to how we ensure the physical environment is accessible to all our children
- Some facilities designed to provide additional support for children with SEN over and above the resources available in class include:
 - Shower room
 - Disabled toilet
 - Sensory room
 - Soft Play room
 - Sensory garden

How are the resources allocated and matched to children's Special Educational Needs?

- We receive funding for every child and further funding for Pupil Premium children
- The SEND budget is allocated every financial year. The money is used to provide additional support depending on SEND needs of the children
- Extra funding is available for children with high levels of need
- Individual Pupil Premium payments are used to support and enhance that child's learning
- A breakdown of how Pupil Premium works and how the money is used can be found on the website.

How does the Ranelagh Primary School support Looked After children with Special Educational Needs?

- The Inclusion Manager meets regularly with the allocated Social Worker.

- *Looked After Children* Review meetings are held termly and appropriate targets are set.
- Pupil Premium Plus funding is allocated to meet the needs of the child/ren.

Transition

What support is given to my child to ensure a smooth transition to Ranelagh Primary or transferring to a new school?

- Ranelagh Primary School understands what a stressful time moving schools can be, therefore many strategies are in place to enable your child's transition to be as smooth as possible.
- Some of the strategies include:

Secondary transition

- We invite all secondary schools transition leads into school
- The Inclusion Manager and SENDCo takes part in Borough SEN transition day, meeting with secondary schools SEND Leads providing necessary information
- We actively encourage opportunities to work with local secondary schools so that children are familiar with them
- Where necessary, children with SEN are accompanied by a 1:1 support
- If require, more than one visit may be made to their new secondary school to enable children to become familiar with the next phase of their education.

On entry:

- If your child is starting in nursery they will be invited for a 'stay and play' prior to starting.
- Parents/carers are invited to meeting at the school so that they know what to expect and encouraged to share their concerns with the school.
- Where families have English as an additional Language, buddies and language packs will be organised and given out.
- Home visits are completed by the Early Years Foundation Stage Lead and Nursery Teacher to meet children who are new to the school setting to ensure they settle quickly into their new class.

Mid phase entry:

- You and your child will meet the class teacher and class
- You and your child will be invited for a tour of the school
- Parents/carers will be asked to complete a registration form with basic details and provide proof where necessary
- The Inclusion manager will contact your child's previous school for records
Where there are concerns the SENDCo from the other school will be contacted
- Special starting arrangements can be made in special circumstances if the school feels this is beneficial to the child.