



# **Special Educational Needs and Disability Information Report 23-24**

Approved: 20.7.23

To be Reviewed: July 24

## **What is the SEN Information Report?**

The aim of the SEN Information Report is to improve choice, accessibility and transparency of information for families, professionals and practitioners. The SEN Information Report outlines how our school meets the needs of children with Special Educational Needs or Disabilities (SEND) and is included in our local offer.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of their potential. This should enable them to:

- achieve their best,
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training.

*(SEND 0-25 Code of Practice, 2015, p92)*

In July 2022, we undertook a SEND and Inclusion Review from West Sussex SEND Team which was very positive – please read the review here: [Rusper SEND & Inclusion review](#)

Admissions to our school follow West Sussex County Council’s procedures. More information can be found at: <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>

## **How does Rusper Primary School know if children need extra help?**

Class teachers at Rusper Primary School are continually monitoring children’s learning against the Early Years Foundation Stage Curriculum and the National Curriculum. The progress of every child in the school is regularly assessed, monitored and tracked at termly Progress Meetings with the Head Teacher. In addition, the progress of children with SEND is analysed in termly SEN Progress Meetings between the SENDCo and class teachers where extra help will be discussed.

If children are identified as having a significant difference to the expected age-related target, then we will seek to identify a cause or barrier to learning.

We know if pupils need extra help when, despite high quality teaching that is adaptive to needs, they are:

1. Making little or no progress in specific areas
2. Continuing to work significantly below age related expectations
3. Experiencing persistent emotional or behavioural difficulties
4. Experiencing significant sensory and/or physical needs that are impacting on their learning
5. Experiencing ongoing communication or interaction difficulties that impedes the development of social relationships and cause substantial barriers to learning.

In addition to this we may also find that:

- Concerns may be raised by parents/carers, teachers, teaching assistants, the pupil's previous school or healthcare professionals
- There is a change in a pupil's behaviour or attitude
- A pupil asks for help

If a teacher is concerned about an aspect of a child's progress, behaviour or well-being, they will decide what strategies to take within the normal class routine and record observations and progress through the school monitoring process. They will also use the West Sussex Ordinarily Available Practice (OAP) for strategies to use. When a teacher has gathered evidence about a child's learning, progress or attainment, they will share their concerns with the SENDCo to discuss further strategies or interventions that could be implemented.

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

You should start by making an appointment with your child's class teacher to discuss any concerns you may have. You can also contact the SENDCo, Mrs Rachel Matthews to arrange a meeting, either through the school office or directly by email: [rmatthews@rusper.w-sussex.sch.uk](mailto:rmatthews@rusper.w-sussex.sch.uk) or phone number: 01293 871272,

### **How will Rusper Primary School support my child?**

At Rusper Primary School, we follow a graduated response in order to best support our learners with additional needs.

When it is established that a child is not making expected progress, the class teacher will complete a Nature of Concern form to identify their barriers to learning (see Appendix 1). This will initially be discussed with parents/carers and will then be shared with the SENDCo to discuss the interventions and strategies to target the pupil's barriers.

These may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce strategies that are more effective
- access to outside agencies for advice on strategies or interventions

Where progress continues to be less than expected, the class teacher, working with the SENDCo, will assess the child's needs further. If it is determined that a child has special educational needs, parents/carers will be informed by the child's class teacher or the SENDCo and the child will be added to the SEN Support register. The aim of formally identifying children with SEND is to help the school ensure that effective provision is put in place to remove barriers to learning.

The support and provision provided consists of a four-part cycle:

- Assess
- Plan
- Do
- Review

**Assess:** Once a child is identified as requiring additional SEND Support, a more detailed assessment of their needs will be carried out. The SENDCo may undertake diagnostic assessments in key areas of difficulties.

Discussions will take place with parents/carers and the child in question, to ensure their views and ideas form part of the targeted provision and support program that will be put into place. We will ask and records opinions and views about the child's interests, strengths, what they enjoy about school, what they find difficult about learning and what helps them to succeed.

**Plan:** The school will use the information from assessments and discussions to draw up a Personalised Learning Plan (see Appendix 2), which will set out strategies for supporting the child's progress.

Personalised learning plans will include information about:

- the child and how they feel about their learning
- parent and teacher input on the child as a learner
- a set of short-term targets that detail specific outcomes to be achieved
- the support to be provided, by whom and when
- Entry Data / Exit Data
- impact of the support
- the next steps
- assessments that have been carried out by the SENDCo
- external agency support, observations and recommendations

**Do:** Class teachers, with the support of the SENDCo, will be responsible for overseeing the implementation of the Personalised Learning Plan. Interventions may be delivered via targeted support in the classroom or through work out of class. There will be regular liaison and feedback with the staff working with the child, so that any required refinements of the support can be managed promptly.

**Review:** Targets set within the Personalised Learning Plan will be set termly, after which the impact of the additional provision and intervention will be reviewed. If targets have been met, new targets will be set. If targets have not been achieved, an alternative approach will be discussed.

Personalised support plans will be shared at least termly with parents/carers, who will be asked to contribute to this review.

If this monitoring and planning review indicates that the pupil has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEND register will be considered. This review will be completed in collaboration with the pupil, parents, teaching and support staff and the school SENDCo.

### **Intervention**

Sometimes, a child may need specific intervention work. This can take the form of a bespoke learning programme delivered by trained staff in school. Currently Rusper staff are trained to deliver:

- 1<sup>st</sup> Class at Number
- Nuffield Early Language
- Speech & language support
- Jump Ahead (Gross motor co-ordination activities)

Sometimes, a child may need more expert support from an outside agency such as a Speech and Language Therapist or Educational Psychologist. The SENDCo will discuss this with parents/carers to gain their consent before any referral is made. Following a referral, some form of assessment will take place and a specific intervention programme of support will be provided for the school to plan, do and review in a similar way to the above.

### **How will I know how my child is doing?**

Parents/Carers will be able to discuss their child's progress at termly meetings. At these meetings, teachers will share how well the child is progressing in relation to the national expected standards for their age. During these meetings, teachers will also share the child's personalised learning plan; outlining the targets that have been set and the planned provision to be put in place for them to help achieve these targets. The targets will be SMART (Specific, measurable, attainable, realistic and time-based), identifying the child's next steps for learning and aim to be created as part of a collaborative process between teachers, parents and children. A review of previous targets will also be carried out and shared with parents/carers during this time.

Our SENDCo also runs additional parent consultation meetings each term for parents/carers to discuss any concerns they may have about how their child is doing, although appointments can be made to speak in more detail with a child's class teacher or with our SENDCO at any time, via the school office.

Children with complex needs may have an Education, Health and Care plan (EHCP) – a legally binding document that sets out the provision the child must receive to meet his/her SEND needs. Each year, the school will hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the Local Authority may attend these reviews.

End of year reports will also give parents an overview of progress and attainment through the year.

### **What support will there be for my child's overall wellbeing?**

The Headteacher, SENDCo and Well-Being Lead are responsible for the monitoring of pastoral needs and provision across the school, with the class teachers having main responsibility for the pupils in their care.

Rusper Primary has a strong Relationships Sex and Health Education curriculum and pastoral care is an integral part of our school ethos.

Each class starts the school day with an emotional register, this differs from class to class, but gives all children the opportunity to share how they are feeling. If a child has indicated that they are sad or angry, then the class teacher or teaching assistant will check in with them to ensure these children have a chance to talk about their concerns in order for them to be emotionally ready to learn.

Throughout the school day, teachers and teaching assistants are readily available for children who wish to discuss any worries or concerns, which are then shared with parents at the earliest opportunity and if appropriate.

There is also worry box in each classroom if children prefer to post their concerns to their teacher, these are used successfully by the children who know their concerns will be taken seriously and treated respectfully.

### **Pastoral support:**

Sometimes, a child may benefit from working with Mrs Caplin, our Emotional Literacy Support Assistant (ELSA) and Well-Being Lead, who works 5 mornings a week to deliver bespoke ELSA sessions with individual children or small groups to support their emotional needs. Mrs. Caplin runs 3 types of intervention programmes including:

#### ELSA:

This is a 6-10 session intervention which focusses on one SMART (Specific, measurable, attainable, realistic and time-based) target developed from pre-referral questionnaires and observations.

If a teacher thinks a child would benefit from ELSA support, they make a referral through the referral questionnaire (see Appendix 3) to Mrs. Caplin. Mrs. Caplin then carries out observations of the child in question and asks the child to complete a pupil questionnaire. Mrs. Caplin will analyse the results, agree with the SENCo if ELSA support is needed, and develop a SMART target to be worked on throughout the programme length. She will also inform the parents that their child will be receiving ELSA support.

During a session, there will be a 'zone of regulation check-in' (a chance for the child to identify the emotions they are feeling at that time), a warm up game, core activity linked to the SMART target, cool down/calm down activity and then check out zone of regulation.

Assessment of the programme will take place at least half a term following completion and involves follow-up observations, pupil and teacher evaluation questionnaires.

ELSA sessions can be 1:1, in pairs or in small groups where all children are working on the same SMART target.

Children may participate in more than one programme of ELSA over the academic year or their school journey.

### Drawing and Talking Therapy:

This is a 12-week programme that focusses on free play style intervention which is child-led.

Teachers, the SENCo and Mrs. Caplin meet and discuss which children may benefit from this type of intervention. Parents are then informed if their child has been selected to participate in the programme and consent is gained.

Teachers and parents then complete a 'Strengths and Difficulties' questionnaire which helps to support how the sessions are focused.

Within the sessions, children have an opportunity to sit and draw whatever they like on paper within the safe space provided. Mrs. Caplin observes and responds to children if they talk to her about their drawings. She may ask 'What if?' or 'How...' questions about what they have drawn but not 'Why' questions – the discussions are very pupil led. All conversations take part in 3<sup>rd</sup> party speak e.g. 'Tell me a story about this picture...' or 'What does this person do?' rather than 'What is your picture about?' or 'What are you doing in the picture?'

The sessions are confidential and parents are not informed of what is spoken about in order to ensure complete trust can be established.

Six months following completion of this programme, there is a follow up 'Strengths and Difficulties' questionnaire to be completed by parents and teachers, in order to help analyse the effectiveness of this type of intervention.

A child would not generally participate in this type of intervention more than once a year, although other pastoral support would be available to them if needed.

### Learning Mentor:

This programme is aimed for children with more complex social and emotional needs and is longer term, without a fixed end date – this is determined by the child and their changing needs. Discussions between teacher, SENCo and Mrs. Caplin determines which children may benefit from this type of intervention, using a referral questionnaire as a basis for discussions.

Each session has an aim/target but the sessions themselves tend to be more fluid and less structured. The sessions tend to focus on supporting the child to develop classroom-based strategies that they can use to help them cope with their social, emotional and mental health needs. It can also just be a conversation- led session, providing the child with a safe space with a trusted adult, where they can talk about their anxieties and concerns.

Following the completion of the programme, there is a 6 week post assessment questionnaire for teachers and children to complete.

### **Pupils with medical needs:**

If your child has a medical need then a detailed care plan is compiled in consultation with parents/carers and other specialist health professionals.

These are discussed and shared with all staff who are involved with the pupil.

## **What training have the staff supporting children with SEND at Rusper Primary had or are having?**

As a school we are constantly developing our knowledge, skills and strategies to support children with SEND. This may include whole school training on SEND issues, or specific training to support identified groups of learners in school, such as children with Sensory Processing Difficulties or Dyslexia.

Training may be 'in-house' and lead by the SENDCo or delivered by an outside agency such as Speech and Language Team. Whole staff training takes place to ensure there is consistency in the school's approach to supporting children with SEND.

Teachers or teaching assistants may also attend training courses run by outside agencies that support their continuing professional development and help them meet the specific needs of children in any particular cohort.

## **How will the school prepare and support my child when joining Rusper Primary School or transferring to a new school?**

For all children starting with us in Early Years, we have an important transition programme which begins in the summer term for pupils starting in September. This prepares the teachers, the parents and the children for a successful start to school:

- Teachers visit the children in their pre-school settings and talk to the staff about each child.
- Children are invited into school in small groups for a 'stay and play' and story time session in the classroom.
- There is an introductory meeting for parents with the Headteacher and Early Years staff where parents/carers are given important information and can ask any questions.
- Children with additional needs may benefit from extra visits and parents or the school may feel the need for more meetings to help us all to prepare for a successful start to school.
- External agencies may attend meetings or forward paperwork to the school about an individual child's needs.

We want our pupils to be excited and confident about starting their next stage of education so in the term before children go to secondary school, we have a transition programme to prepare them and to ensure a smooth and confident transfer:

- All children visit their new school on common transfer day. Vulnerable or anxious pupils may benefit from additional visits which are discussed with parents before being arranged by the SENDCo or Headteacher.
- The SENDCo works with the secondary school SENDCos to pass on information about the needs of children with SEND.
- All relevant paperwork is transferred to the secondary school SENDCos.



- A social story may be written by the SENDCo, but with support from the appropriate secondary school, to support children who are feeling particularly anxious about this transition.

### **How are the resources allocated and matched to children's special educational needs?**

The school receives money on an annual basis to support provision for children with special educational needs. This is based on the number of pupils on roll who are on the 'SEN Support register' and this varies from year to year. The money is allocated annually by school leaders (SENCO and Headteacher) and then approved by the Governing Body when setting the school's budget. It is used to pay for staffing and resources which support children with special educational needs throughout the school. There may be additional funding for children with an EHCP or those who qualify as Pupil Premium.

Collectively, the Horsham School's locality group have bought in additional Speech and Language support and Educational Psychology to provide support provision in every school in the group. This allows us to train staff in the area of Speech and Language and look at how we can best support pupils in school.

### **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents consultation meetings
- Discussions with the SENDCo or Headteacher
- 'Team Around the Family' (TAF) meetings with Early Help
- Meetings with outside agencies such as Learning Behaviour Advisory Team (LBAT), Autism and Social Communication Team (ASCT) or Speech and Language Team (SLT)
- Comments on a child's Personalised Learning Plan
- Annual review meetings where children have an Education and Health and Care Plan (EHCP)
- By supporting children with specific activities suggested by the school or outside agencies

### **How does Rusper Primary School's percentage of children with SEND compare with national figures?**

The national percentage for children at SEND support for the academic year 2022-23: **13%**  
Our school percentage of pupils at SEND support for the academic year 2022-23: **11.7%**

The national percentage for children with EHCPs for the academic year 2022-23: **4.3%**  
Our school percentage of pupils with EHCPs for the academic year 2022-23: **0%**

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs please contact one of the following:

- Your child's class teacher
- Mrs Rachel Matthews – SENDCo
- Mr Nick Avey - Headteacher

Appointments can be made through the school office. Tel: 01293 871272

Email: [office@rusper.w-sussex.sch.uk](mailto:office@rusper.w-sussex.sch.uk)

## **Appendix 1 – Nature of Concern Form:**

### **RUSPER PRIMARY SCHOOL**

### **Pupil Support Referral Form**

#### **Assess-Plan-Do-Review**

Pupil's name:

Class:

Staff name:

Date of referral:

Is the pupil on the SEN register?

Classification (See below):

C&I

C&L

SEMH

S&P

Please describe the nature of the pupil's issue(s) or your concerns in terms of how they are finding it difficult to access the curriculum:

Please indicate on the provision map below what you have already done to address the pupil's needs by means of high-quality differentiated teaching and other individual targeted support and add any further comments here.

What impact have the strategies had?

Have the parents been involved and what are their views?

Referral actioned by: \_\_\_\_\_ on: \_\_\_\_\_

**Provision Mapping: Student Name:**  
**Year Group:**

**School:**  
**Date:**

<b>Area of Need</b>	<b>Stage 1</b> <b>Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN</b>	<b>Stage 2/3</b> <b>Provision that is 'additional to and different from', managed by depts</b>	<b>Stage 4</b> <b>Support specifically linked to an individual's targets, managed by SENCo</b>
<b>Cognition and Learning Needs</b>	Teacher individual targets Class rules, rewards and sanctions Differentiated curriculum Differentiated teaching groups for English and Maths Key Word lists Coloured overlays/paper Opportunities for speaking and listening Writing Frames Mini whiteboards Multi sensory teaching Task broken to small chunks Pair work/teamwork Think pair share Modelling Learning Mats Memory techniques Colour coded activities ( RAG) Work printed on coloured paper (unless the student is wearing coloured glasses.) Seated next to a student that can offer peer support. Whiteboard resources printed as handouts. Alternative methods of recording other than writing allowed and encouraged. Dictionaries and thesauruses available. Seating plans	Small group activities Individual; teaching TA support Booster lessons/drop in sessions Specialist assessment Visual timetables Small group English/ Maths Reading in class minimised. Where needed, it should be given in advance to enable preparation. Access to high interest/low readability books. Access to text/books provided orally. Use of appropriate ICT , tablet/ laptop Extra time given to complete assessment. Reduced work load allowed for class work and homework Practising with a scribe Printing off homework for students without ICT at home Assistive Technology -iPad/ Laptop	Individual intensive teaching Intensive TA support 60-90% External Agency involvement Individualised Literacy Intervention (ILI) Intervention to increase fluency in phonics and reading Numeracy Intervention Access arrangements for tests – laptop, extra time, rest breaks, a reader, separate room
<b>Communication and Interaction needs</b>	Differentiated curriculum planning Simplified language Visual aids Modelling Structured routines Verbal instructions and information backed up by visual support Tasks broken down into smaller chunks Time given to formulate answers in class Lesson menu card Seating plans Multi-sensory approach Demonstration; listen; read; record	Use of symbols Visual timetable In class support with speech/language focus 40% Student to have the opportunity to repeat and summarise what has been taught.	1:1 Speech & Lang Programme Social use of language Group Specialist Autism Team Visual timetable/instruction cards TA support Lunchtime/break club Study skills
<b>Social, Emotional and Mental health.</b>	Seating plans Positive support/praise Whole school approach Class rules Class reward system Parent links	Boxall profile NFER Assessment Restorative Justice TA support PSP Alternative Curriculum Parental Contact Quiet room/place	NFER Assessment ELSA Teacher time 1:1 PSP Parental contact Alternative Curriculum Restorative Justice Social Skills

<b>Sensory and/or Physical needs</b>	Individualised resources e.g . <ul style="list-style-type: none"> <li>▪ Writing slopes</li> <li>▪ Pencil grips</li> <li>▪ Use of appropriate fonts and font sizes</li> </ul> ICT Hearing/visual aids and equipment	OT programmes Alternative recording Additional handwriting Assistive Technology	Physiotherapy support Individual support for PE specialised programme Individual free time support Assistance to move around site Access to PC/laptop Additional TA support in practical lessons
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Amendment to SEN Register required? YES/NO

**Interventions:**

Date Started	Starting Data	Intervention Length	Finishing data	Progress / Impact	Next Steps

Teacher meeting booked: \_\_\_\_\_

Suggested Date for Review \_\_\_\_\_

Distribution:-

## Appendix 2 – Personalised Learning Plan Example:

### PERSONAL LEARNING PLAN JAN 2023 – Aug 2023

<b>NAME:</b>		<b>DOB:</b>	
<b>Year Group:</b>	<b>Class:</b>	<b>Teacher/Teaching Assistants:</b>	
<b>SEN CODE OF PRACTICE AREA OF NEED:</b>		<b>OUTSIDE AGENCIES INVOLVED:</b>	
Cognition and Learning		Educational Psychologist	Occupational therapist:
Communication and Interaction		LBAT	ASCT
Social, Emotional and Mental Health		Speech and Language	Sensory support
Sensory and Physical		Physiotherapy	Other:
<b>SEN STATUS:</b>	<b>Date since:</b>	<b>Educational health care plan?</b>	<b>Date since:</b>

#### ALL ABOUT ME:

<u>Things I like:</u>	<u>Things I don't like:</u>	<u>Things I'm good at:</u>
What I say:	What I say:	What I say:
What my teacher says:	What my teacher says:	What my teacher says:
What my parent/carer says:	What my parent/carer says:	What my parent/carer says:
<u>Things I don't think I'm good at:</u>	<u>Things that help me:</u>	<u>Things you need to know about me:</u>
What I say:	What I say:	What I say:
What my teacher says:	What my teacher says:	What my teacher says:
What my parent/carer says:	What my parent/carer says:	What my parent/carer says:

**PROVISION MAP –**

Intervention:	Group size:	Frequency/Duration/Staff /Cost per week:	Baseline data:	Provision:	Intervention target:	Exit data:	Outcome:

**SERVICES WHO ARE SUPPORTING/HAVE SUPPORTED THE CHILD OR YOUNG PERSON:**

(e.g. Social services, Early help, Advisory teacher etc.)

Who did you talk to? When?			What did you find out/agree?	What happened because of the advice?
Agency/Service:	Name, Role and contact details:	Date:	Recommendations to support access to learning:	Impact of support on child. Reports appended?



**DIAGNOSTIC ASSESSMENTS CARRIED OUT:**

Type of Assessment:	Date carried out:	Results:	What they need to work on/what assessment shows:
			•
			•

### **Appendix 3 – ELSA referral questionnaire:**

The referral for Emotional support takes the form of a questionnaire. The form is completed by the ELSA and the pupil. This acts a baseline assessment of the pupil's emotional characteristics. It covers 4 elements

- Mindset
- Independence
- Self Esteem
- Social skills

Following completion of the ELSA programme, the form is used again to provide an exit assessment of the pupil's progress. The form can be viewed upon request in school.