

Rainbow Primary School SEND Information Report Including the Local Offer

At Rainbow Primary School we welcome everybody into our community. The Trust, Staff, pupils and parents work together to make Rainbow Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties and disabilities the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

Fundamental to the new Code of Practice is the belief that children and their families' involvement is central to securing the best outcomes for pupils with special educational needs.

The Kinds of Special Needs for which provision is made at the school

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- Communication and Interaction (for example, speech/language delay, autism)
- Cognition and Learning (for example, Moderate Learning Difficulties, dyslexia)
- Social, Mental and Emotional Health (for example, ADHD)
- Sensory or Physical Conditions. (for example, physical or medical conditions, visual or hearing impairment).

Admission Arrangements

We cater for a wide range of individual needs but we are not, however, resourced as a designated unit for any specific type of need. As a result of this each child will have their own assessment of needs prior to admission to Rainbow, to ensure we are able to fully meet their individual needs. Admission to Rainbow is usually gained through the Local Authority application form and admissions procedure.

Facilities

Rainbow has disabled access to the lower floors both through the main entrance and the children’s entrances to the rear of the building. A small lift is available to access the first floor and arrangements in place in case of emergencies where the lift may not be used. Four disabled access toilets are available on each of the main teaching corridors but we do not currently have any shower facilities. **All** children at Rainbow, irrespective of need are treated with dignity and equality, respecting and celebrating the rich diversity of the school.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs and disabilities. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Assessment

Your child's progress is continuously monitored by his/her class teacher/s.

- Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.
- A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.
- At the end of each key stage the pupils are required to be formally assessed. This is something the government requires of all schools.
- Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.
- An **IEP (Individual Education Plan)** is devised in collaboration with the child. The IEP is shared with parents and carers who are invited to discuss this initially with the Class Teacher and contribute to the IEP.
- Teachers are supported by specialists from outside school who meet with parents, carers and school staff for Annual Review meetings at least annually, in addition to parental meetings.
- For pupils accessing additional intervention progress is measured against specific targets. This is reviewed termly.
- The progress of pupils with EHCP's is reviewed formally at an Annual Review with all adults involved with the child's education, the pupil and the parent/carers.
- The SENDCO will also review the progress of cohorts of pupils with SEND to inform staff training needs throughout the school.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers

- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Who are the best people to talk to about my child's educational need?

Class teachers	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary. • Communicating specific targets and sharing and reviewing these with parents at Parents Evenings <p>Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work</p> <ul style="list-style-type: none"> • Knowing the needs of the students and planning their lessons accordingly to meet these needs • Ensuring all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Teachers and support staff attend training that is relevant to the needs of groups or specific pupils.
<p>SENDCO Special Educational Needs and Disabilities Coordinator Helen Whelan</p>	<p>The SENDCO is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for students with special educational needs and/or disabilities (SEN) and developing the school's SEN Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

	<ul style="list-style-type: none"> • Updating the school’s SEND record of need (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are records of your child’s progress and needs. • To provide specialist support for staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. • Ensuring school staff are aware of the needs of individual pupils • Advising school staff of recommended strategies to support individual pupils with SEN • Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school.
SEN Trustee	<p>The SEN Trustees are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND, through regular contact with school staff.
Provision	
<p>Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. The school adopts a flexible approach to support provision in order that a child’s individual needs can be met. The support provided usually falls into one of the following categories:</p> <ul style="list-style-type: none"> • Direct or indirect support in the classroom • Focused withdrawal support from the classroom <p>We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support. Bespoke work is carried out for individuals and small groups by the Learning Mentor based on referrals from the class teacher.</p> <p><u>Intervention:</u> Intervention is carried out by the school and is <u>‘additional to or different from’</u> the usual differentiated curriculum. It can take the form of:</p> <ul style="list-style-type: none"> • using different learning materials in the classroom 	

- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

External Support

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make adequate progress
- a child continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- a child continues to have difficulty in developing Literacy and Numeracy skills
- a child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- a child has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- a child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school
- For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment

- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Teaching Assistants, Cover Supervisors and the Learning Mentor are assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. Colleagues from outside agencies and parent partners continue to advise and support our Staff to better understand and address the needs of our pupils.

What happens for children whose learning needs are severe and complex?

This is usually detailed via an EHC Plan Education Health and Care Plan. This means your child will have been identified by the SENDCO as needing a particularly high level of support or provision which cannot be provided from the resources normally available in the school. Your child may need specialist support in school from a professional outside the school

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents/carers and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford. Bradford's SEND Local Offer can be obtained from Bradford Schools Online - <https://bso.bradford.gov.uk/Schools/Home.aspx>. The school office can also provide further information.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress completed by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services). The views of the parent/carer and child are sought.

Parents/carers may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents/carers can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Pupils

Pupils:

- are encouraged to participate fully in the life of the school
- understand the learning intention and success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context

- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- when possible comment on how they feel they are progressing when the IEP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Where possible pupils are invited to comment regarding their provision and their IEPs.

What support do we have for you as a parent of a child with SEND?

School staff are able to signpost parents and carers to appropriate support groups or outside agencies.

- Prior to your child joining our school the class teacher/SENDCO is available to meet with you to discuss your child's needs and any concerns you may have.
- All information from outside professionals will be shared with you. The school will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Every child has a 'Reading Record' which is used to support communication between home and school.
- Additional resources such as contact books can be provided if required.

Recording

Records are kept on each child. They are stored in the SENDCo's locked office. Once a child's individual need is identified it is recorded on the school's SEND register. A master copy is stored in the SENDCo's Senior Leadership Team Office and on the school's internal ICT network. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. IEPs are written at the end of each term. For the academic year 2018 – 2019 this will be in December, April and July. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

The SENDCO

Ms Whelan is the school SENDCo. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents, carers and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in- service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCo will also be responsible for overseeing the maintenance of the Special Needs and Disability Register.

Being a large school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is available from internal and, when required, external providers. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be sought.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships

The partnership between parents/carers and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Head of school's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents/carers. Pupils and parents/carers are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, parents/carers are invited into school to discuss this further. Parents/carers are consulted regularly at the parental consultations and review discussions. Contact is maintained regularly which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

Education Psychologist
Child Development Centre
Child and Adult Mental Health Service
Speech and Language Therapy
Occupational Therapy
Physiotherapy
Specialist Autism Outreach Service
Hearing Sensory Support
Visual Sensory Support
Learning Difficulties and Disabilities
Down Syndrome Support Service

If you would like to know more information about these services contact us on 01274 221 400.

Further information is also available from Bradford Schools Online - <https://bso.bradford.gov.uk/Schools/Home.aspx>

How will we support your child when they are moving to another class to another class or leaving this school?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. When moving classes in school information, including data, is accessible to all teachers.

- Staff from the schools which our pupils are transferring to are invited to all annual review meetings in the year prior to their end of Key Stage transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Transition Plans are put into place to meet the needs of the individual working closely with the secondary school and family to support the transition for the pupil.
- Year 6 pupils with SEND may be invited to attend an additional transition day to meet with SEN team.
- Pupils with are supported by the high school SEN team on the 'main' year 6 Induction Day.
- SENDcos from the secondary schools meet with individual pupils at Rainbow prior to Induction Day

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

The Local Offer

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