



Rushcliffe School Special Educational Needs Information Report 2017

Information in this report was agreed by governors on:

The aims of our provision in regards to pupils with SEND

Rushcliffe School is an inclusive setting where all pupils are given the chance to Shine Brightly. We aim to ensure that SEND pupils' needs are met within a main stream setting. We value the abilities and talents of all our pupils and are committed to supporting every child as an individual

What are SEN and Disability?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

What Needs are we able to support at Rushcliffe and what provision can be made?

Rushcliffe School recognises a range of special needs including:

- Cognitive and Learning Difficulties.
- General Learning Difficulties.
- Specific Learning Difficulties.
- Behavioural, Emotional and Social Difficulties.
- Communication and Interactive Difficulties.
- Speech and language difficulties.
- Autistic Spectrum disorder.

- Sensory and Physical Difficulties.
- Hearing Impairment.
- Visual Impairment.
- Physical and Medical Difficulties.

The school has a range of specialist SEND facilities in place, these include;

- Dyslexia Friendly Practices. See Dyslexia Friendly Award.
- Access to ICT and Technology to support pupils with Specific Learning Needs.
- Appropriate curriculum options available to pupils at all key stages.

How does the Learning Support faculty know if my child needs extra help?

Pupils can be referred in a number of ways, this may be through teacher concerns, parental referrals or even pupil referrals. Attendance, achievement and behaviour Data is tracked by the SENCO, Heads of Faculties and Heads of years. If there are concerns, then these will be referred to the learning Support Faculty for further investigation.

Once a need has been identified, the LEARNING SUPPORT faculty follow a process of assess, plan, do, review. This is known as the graduated response.

What can parents do if they think their child may have SEND?

Parents can do a number of things, read the Learning Support section on the school website, talk to teachers where you feel your child is struggling the most and also contact the SENCO for help and support.

Rushcliffe also offer parent training on certain needs, such as Dyslexia.

How will Rushcliffe School support a child with SEND?

Pupils are supported in a number of ways, this may include;

- Teach first approach through dyslexia and SEND friendly teaching practices.
- LSA in class support where appropriate
- Mentoring
- SEND and non SEND school clubs
- Group work focussing on specific needs or behaviours
- Directed numeracy and literacy support
- Accelerated reading

How will my child's voice be heard?

The Learning Support Unit have an open door policy, pupils are welcome to come during break and lunch times to talk to a member of the team.

There are also termly opportunities for a more formal pupil voice, this goes on to inform provision and in class support.

How will the curriculum match the needs of my child?

Rushcliffe School supports SEND pupils to achieve their potential via a curriculum pathway which best meets the pupil's needs, aspirations and desires within a mainstream school.

Reviews of the appropriateness of the curriculum take place and where necessary adaptations may be made.

In order to ensure that pupils have access to a broad and balanced curriculum that meets the needs of pupils with SEND, the school utilises a number of strategies. Such as:

- Literacy support with the Literacy Intervention Worker.
- A range of vocational subjects.
- Supervised study.

Rushcliffe School will always aim for pupils to work towards GCSE qualifications at some level. However, we offer pathways where appropriate. These are discussed in conjunction with the SENCO, Senior Leadership Team, parent/carers, pupils and teaching staff.

How will we know how our child is doing?

Parents receive three reports every academic year. Parents also have an opportunity to discuss concerns at Parents Evenings with teachers. The SENCO and Assistant SENCO are also available at all Parents Evenings and available for a SEND review at that time.

If a child is categorised as K or has an EHCP they will have a further two SEND reviews per year.

Parents are welcome to contact the SENCO at any time to discuss concerns and progress.

How does Rushcliffe quality assure the SEND provision in place?

The SENCO quality assures the whole school SEND provision, and that is overseen by the Deputy HeadTeacher for Pupil Wellbeing, Helen Corbett. Rebecca Moors, SENCO, also reports termly to both the Senior Leadership Team and the Governors.

What does Rushcliffe offer my child to help their wellbeing?

Rushcliffe school offer a range of wellbeing supports, including counselling, mentoring, resilience strategies, support offered in our Orchard Centre to name a few.

If we feel that the needs of your child are not able to be met by our in house expertise then we will look to external agencies for additional support. A list of these can be found in the SEND Policy

My child has a medical need, what support is put in place?

If your child has a medical need, please inform the school. If appropriate, a medical plan will be put in place to support your child through the school day.

This information will be made available to teaching staff in order to raise their awareness of a medical need.

What specialist services does Rushcliffe offer?

The Learning Support Assistants have a range of expertise in different learning needs as well as generalised student support skills. Examples of services available include mentoring, counselling, literacy and numeracy support, emotional wellbeing support to name a few.

If we feel that we are unable to meet the needs of a pupil with the in house expertise, we will look to outside agencies for additional support, a list of these can be found in the SEND report.

What training does the Learning Support team have?

The Learning Support Assistants have a variety of expertise, which have been enhanced with recent training opportunities, below are some examples of training attended by members of the team.

- Dyslexia
- ADHD
- ASD
- PDA
- Attachment
- Attendance at the TES SEND show
- Disability bullying
- Acquired brain injury
- Student specific training

How will my child be included in all extracurricular activities?

All students, including SEND students, can access mainstream extracurricular activities. This is central to Rushcliffe School ethos and attitudes to inclusion. If necessary, we will organise for LSAs to support students on trips, this includes overseas trips.

We also encourage all students, including SEND students, to take part in larger projects, such as the Duke of Edinburgh award or the whole school community award.

How accessible is the school environment?

Rushcliffe school has an accessibility plan available to read on the school website, we aim to be as accessible as possible, this may involve flexibility in amending timetables and locations of lessons is needed, however the school site does offer limitations for some physical needs.

We aim to support parents of whom English is not their first language by organising interpreters if necessary.

How will my child be supported through transition phases?

Periods of transition for pupils with SEND can be very stressful and challenging for them. Therefore Rushcliffe School ensure that each pupil has an individualised program of support which aims to enable them to reach their academic potential and prepare for their future economic wellbeing and careers. For further details on strategies used to support differentiation at Rushcliffe School, see Appendix F of the SEND Policy for a full overview of transition.

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

Support is allocated on a case by case basis, this is dependent on needs at the time. The SENCO has the responsibility of allocating resources appropriately. This is significantly impacted by funding that some children may be entitled to. Where possible, the SENCO will endeavour to offer as much as possible in order to provide comprehensive and thorough interventions that will have impact.

How are our voices heard, as parents?

Rushcliffe School recognises that a pupil's progress will be diminished if their parents/carers are not seen as partners in the educational process. It is recognised that parent/carers have unique knowledge and information to impart about their children. We encourage parent/carers to be fully involved in their child's education and we take their views into account. Parent/carers are invited to

reviews and we aim to offer needs specific workshops for parent/carers in order to further strengthen the support network for the pupils.

Who can I contact for more information?

If you would like more information about the SEND faculty or the SEND provision at Rushcliffe School, you can contact Rebecca Moors, SENCO

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