



Russell Lower School SEND Information Report

DECEMBER 2023

Overview of our school.

- ▶ Russell is a lower school consisting of 445 pupils ranging from 4 years to 9 years.
- ▶ We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve their potential. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.
- ▶ We provide effective support for children with special educational needs and disabilities, starting from our first contact with parents and carers when a child first enters school.
- ▶ We ensure that additional needs are identified early and adapt provision to meet individual requirements.
- ▶ The percentage of SEND children currently in the school is 9%.



The Kind of Special Educational Needs we provide for.

- ▶ We provide support for all types of SEND.
- ▶ The four broad areas of need are:
- ▶ **Communication and Interaction** children and young people with speech, language and communication needs (and also likely to apply to children and young people with ASD).
- ▶ **Cognition and Learning** including moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- ▶ **Social, emotional and mental health difficulties**
- ▶ **Sensory and/or physical needs** children and young people who require special educational provision because of their disability. This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access all the opportunities available to their peers.



Identifying children's additional needs.

How will the school know if my child needs additional help?

- ▶ At Russell we believe in identifying SEN at the earliest point in order to make effective provision and improve a child's long-term outcomes.
- ▶ As stated in the 2014 Code of Practice "*a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*"
- ▶ We may find that a child needs additional help if concerns are raised by a parent/carer, if a child in any age group is making limited progress or if there is a change in their behaviour.
- ▶ Sometimes, other professionals, for example, in Health or an early years setting, may notify school of any concerns.
- ▶ Where pupil progress is significantly slower than that of their peers or fails to match their previous rate of progress, it may be that the child has special educational needs (SEN). In such a case information would be gathered, including seeking the views of parents and the pupil, and the child would be placed on the SEND register.
- ▶ Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

How will the school know if my child needs additional help?

We have a range of ways we identify children who may need extra help with their learning or may have additional needs. These include:

- ▶ On entry observations/assessments
- ▶ Half termly monitoring of progress in Reading, Writing and Maths by the Phase Leaders, SENDCo and SLT. We will quickly be able to spot any child who is not making the progress we would expect for their age.
- ▶ Standardised assessments
- ▶ Concerns raised by your child's Class Teacher or Learning Support Assistant.
- ▶ Concerns raised by you. We value the relationship you have with your child and your knowledge of them. Our open door policy means we are always happy to work in partnership with you and hope you will be confident to share information which could have an impact on your child's performance.
- ▶ Professional Diagnosis and Outside Agencies
We work closely with our School Nurse as well as with a range of external experts who can support both in school and you at home.

Inclusion:

How will the school ensure that my child will be included in all activities at school?

- ▶ As stated in the 2014 Code of Practice : The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. This is something that we are passionate about at Russell.
 - ▶ Pupils with SEND are encouraged to participate in all school activities. In order to achieve this, the curriculum and provision provided can be flexible and adapted to meet the needs of the individual.
 - ▶ Any school trip that takes place has a high adult/pupil ratio and children with may be placed in a smaller group as deemed necessary.
-
- ▶ Accessibility:
 - Fully wheelchair accessible with ramp leading to offices and hall
 - Disabled toilet.
 - Levelled floors.

How accessible is the school environment?

- ▶ At Russell Lower School we work hard to ensure that our culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. We provide pupils with the opportunity to experience, understand and value diversity.
- ▶ The main building is on one level with easy access, double doors and ramps.
- ▶ There is one disabled toilet.
- ▶ We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENDCo manages a SEND budget, used to ensure that all pupils have access to the very best equipment.
- ▶ After-school provision is accessible to all children, including those with SEND.
- ▶ Extra-curricular activities are accessible for children with SEND with risk assessments completed and reasonable adjustments made where needed.
- ▶ **For more information see the Accessibility plan and Access, disability and inclusion policy statement.**

Approach to teaching children with SEND.

A Staged Response – Quality First Teaching

- ▶ All our pupils receive quality first teaching which is differentiated and personalised to meet their need and abilities to ensure that every pupil can achieve.
- ▶ A range of teaching and learning styles are used across lessons in order to engage, motivate and challenge our pupils.
- ▶ Appropriate learning objectives and success criteria are set for all children matched to the New National Curriculum and taking into consideration the needs of the class.

What if they require more support?

- ▶ If a child is identified as having SEND we will provide support that is ‘additional to’ or ‘different from’ the differentiated approaches normally provided as part of our Quality First Teaching.
- ▶ The SENDCo oversees all support and progress of the children with SEND within the school.
- ▶ The class teacher and/or learning support assistant will oversee, plan and work with each child with SEND to ensure progress is made in all areas.
- ▶ Children may receive individual or small group intervention dependent upon their needs.

Approach to teaching children with SEN.

A Staged Response – Stage One and Two

- Central Bedfordshire has adopted a staged response to providing additional support to pupils with SEND.

Stage One

- A concern regarding an area of a pupil's development has been raised by parents and/or staff.
- Some additional or different intervention within the school or setting will be required to enable the child/young person to access independent learning and the curriculum.

Stage Two

- Builds on the arrangements for Stage 1 and draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the needs of children and young people.
- For higher levels of need, we will make arrangements to draw on more specialised assessments from external agencies and professionals. Parental consent needs to be gained before accessing this support.
- In some instances further assessments by specialist professionals (such as an Educational Psychologist or Speech and Language Therapist) need to occur. Parents/Carers are given copies of any specialist assessment reports and can discuss them with the SENDCo.

Approach to teaching children with SEND.

A Staged Response – Education Health Care Plan (EHC)

- ▶ While the majority of pupils with SEND will have their needs met through our interventions, some with more severe needs may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.
- ▶ EHC plans will be reviewed annually.

Involving pupils and parents/carers in planning support.

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- ▶ If your child is to be placed on the SEND register you will be asked to give signed consent.
- ▶ A 'My Action Plan' (MAP) will be written for children at stage one and two in consultation with parents and pupils (where deemed appropriate).
- ▶ The MAPs will be discussed, reviewed and re-written during parent consultation evenings (autumn & spring terms) and during individual meetings with parents (summer term)
- ▶ A Pupil Passport will be created alongside your child to help identify their strengths, interests and concerns.
- ▶ You will be kept involved through our open door policy or you can make an appointment to see either your child's class teacher, SENDCo, Deputy Headteacher or Headteacher.
- ▶ You will have regular opportunities to come into school to see what your child is doing through our Open Mornings and Afternoons
- ▶ There may be regular contact between home and school, e.g. home/school book.
- ▶ Individual pupil/teacher conversations will take place.
- ▶ You will receive written reports in the Spring and Summer terms.
- ▶ **You will be kept informed at all stages in the process of identification and assessment of needs.**

Measuring children's progress.

How will the school know how well my child is doing?

- ▶ We work following the graduated approach of: assess, plan, do, review.
- ▶ **Assess** the needs, drawing from a range of resources and people.
- ▶ **Plan** what needs to happen in order to reduce the barriers to learning (write a MAP with SMART targets – Specific, Measurable, Achievable, Realistic, Time Scaled)
- ▶ **Do** the additional support that has been identified.
- ▶ **Review** the outcomes of the child. This will involve measuring the impact of the support provided and considering if any changes need to be made to that provision.
- ▶ Children may be removed from the SEND register if both parents and school agree that they no longer require provision different from or additional to that normally available to pupils of the same age.



Assessing the impact of provisions.

- ▶ The SENDCo will monitor the impact of the provisions taking place via our whole school Provision Mapping tool.
- ▶ The impact and quality of the support and provisions we use within school will be continually monitored and evaluated by the SENDCo, Deputy Headteacher, Headteacher, class teachers and learning support assistants, along with the views of the pupils and their parents.
- ▶ Provisions will have a clear entry and exit point and will be carried out for a specified length of time.
- ▶ Regular reviews will take place to ensure that the provision is having the overall intended effect.
- ▶ Should progress be less than expected, the frequency or intensity of the provision may be altered or the provision itself may be completely changed.

Starting or changing schools (Transition).

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage?

- ▶ Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.
- ▶ When pupils are changing classes or moving to another school, teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.
- ▶ From year 4 to year 5 - The SENDCo at Russell will liaise with the SENDCo from the school that your child will be transferring to during the Summer term.
- ▶ All children take part in a transition day at their new school. Children with SEND may benefit from additional visits in their new setting in order to ease the process and to reassure pupils and parents.

Support and training for school staff.

Have any staff received specialist training in SEND?

- ▶ Our SENDCo completed the National Award for SEN Coordination in 2018 and has attended a range of professional development.
- ▶ We identify training needs and have a detailed training plan for teachers and support staff.
- ▶ SEND training is organised where and when applicable to needs both in school and elsewhere.
- ▶ All staff are encouraged to attend Continued Professional Development Opportunities in order to develop their knowledge and confidence.
- ▶ Recent training includes – teaching staff training around ASD, LSA training for Switch-On, teaching staff training around writing SMART targets, LSA training for speech and language, LSA training for occupational therapy

How are the Governors involved?

- ▶ The SENDCo reports to the Governors every term to keep them up to date with the area of SEND in the school and the progress of the children with SEND. This report is always anonymised and confidentiality is maintained at all times.
- ▶ Our Governor responsible for the area of SEND is Mrs Carrie Perrett. Mrs Perrett and the SENDCo meet throughout the year. She also reports to the Governors to keep them informed.
- ▶ The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need to make progress.

What should you do if you think your child may have Special Educational Needs?

- ▶ If you have concerns that your child may have special educational needs, then please speak to your child's class teacher, Mrs Knight, Mrs Bunney or Mrs Walker.
- ▶ Headteacher – Mrs Nicki Walker
- ▶ Deputy Headteacher – Mrs Louise Bunney
- ▶ Special Educational Needs Coordinator (SENDCo) – Mrs Sarah Knight
- ▶ SEND Governor – Mrs Carrie Perrett
- ▶ School phone number – 01525 755664
- ▶ Email address – send@russell-lower.co.uk or office@russell-lower.co.uk

Other useful contacts.

- ▶ Central Bedfordshire local offer -
<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>
- ▶ School admissions – **Tel:** 0300 300 8037 **Email:** admissions@centralbedfordshire.gov.uk
- ▶ School Nursing Team –0300 555 0606
<https://www.camscommunityservices.nhs.uk/Bedfordshire/services/school-nursing>
- ▶ CHUMS – 01525 863924 www.chums.uk.com
- ▶ Autism Bedfordshire – 01234 350704 www.autismbedfordshire.net/
- ▶ Child Development Centre – 01234 310278
- ▶ SNAP Parent Carer Forum <http://www.snappcf.org.uk/>
- ▶ Carers in Bedfordshire - 0300 111 1919 – www.carersinbeds.org.uk
- ▶ Outside In (ASD and ADHD support group) – 07824 634762 <https://outsidein-solutions.com/>
- ▶ Early Help Hub- 0300 300 8585
- ▶ Flitwick Children's Centre 0300 300 8111
- ▶ Children with Disabilities Team – 0300 300 8314

Further contacts

- ▶ Here are some useful websites related to Special Educational Needs and Disabilities.
- ▶ <http://www.nasen.org.uk/> National Association for Special Educational Needs
- ▶ <http://www.bdadyslexia.org.uk/> British Dyslexia Association
- ▶ <https://childspeechbedfordshire.nhs.uk/> Advice and support for children with speech and language difficulties
- ▶ <http://www.autism.org.uk/> National Autistic Society
- ▶ <https://www.pdasociety.org.uk/> Information, Support and Training for Pathological Demand Avoidance
- ▶ <http://www.specialneedsjungle.com> Parent-led information and resources