

How do you know if a child needs extra help?

All children at Rockwell Green Church of England Primary School are monitored closely by their Class Teachers. This is done through on-going observation and assessment and regular Pupil Progress Meetings to discuss individual needs and progress. We have developed a graduated response to identifying and supporting children with additional needs. Initially this is completed by the class teacher to ensure their needs are being met within the class. If the Class Teacher feels the child still isn't making the required progress, they will be discussed with the Special Education Needs and Disability Co-ordinator (SENDCo). Assessments may be carried out and if necessary a referral made to external agencies with the consent of the Parent/Carers. If Parent/Carers have any concerns they should see the Class Teacher in the first instance. Teachers are available for brief discussions at the beginning or end of the day. An appointment can be made if a more detailed discussion is needed.

How will the school support my child?

The Class Teacher is responsible for your child's education. They will oversee, plan and work with each child with additional needs in the class to ensure that barriers to learning are addressed and progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group. If this is above the normal support given in the class these sessions will be explained to the Parent/Carers when the support starts or during Parents' evenings. Our SENDCo oversees the support and progress of any child undertaking additional interventions across the school. The success of interventions is monitored and evaluated to ensure they provide the greatest impact.

How will the curriculum be matched to my child's needs?

As a school we are committed to providing quality first teaching and provide an experience-led curriculum. Observation, marking and assessment inform Teachers' planning to ensure all work is accurately matched to the

needs of all children. Children often work collaboratively and a range of groupings are used in the classroom. Opportunities are provided for pupils to work at their own pace with and without support and groupings of children can change regularly according to needs and understanding. Lessons have clear learning objectives and assessment is used to inform the next stage of learning. Adjustments to lessons are made depending on the needs of the individuals within a class.

How will I know how my child is doing?

There are Parents' evenings in the Autumn and Spring terms and a comprehensive end-of-year report sent home in the Summer term. In addition to this, children on the SEN Register will receive regular Individual Learning Plans which include an outline of strategies and / or additional provision to enable them to make progress. Any child with complex needs or in receipt of an Education, Health and Care Plan will also have an Annual Review meeting to inform and plan for next steps.

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

We are an inclusive school and we welcome and celebrate diversity. All members of staff believe that high self-esteem is crucial to a child's well-being. Therefore, in addition to support received for academic subjects, there is a range of pastoral support available. There is always the opportunity for any child to talk with a trained adult about their concerns and anxieties. Two members of staff have undertaken ELSA training and deliver sessions which help children understand and express their feelings. We have two Parent and Family Support Advisors (PFSAs) who can work with children and families. Specific support plans will be put into place for children experiencing difficulties with behaviour and those needing medical support or intimate care.

What are the specialist services that the School can access?

When a child has a specific need, we may seek advice from the Local Authority support services (listed on the back page); this may include a professional dialogue with

SEND colleagues. We also access advice for physical impairments and medical conditions, including hearing and vision support. We can access Speech and Language Therapists, Physiotherapists and Occupational Therapists via the NHS when needed. Referrals may also be made to the Mental Health Support Team or Wellington Counselling Services to support children with emotional needs. We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

How accessible is the School environment?

The school is partly wheel-chair friendly and there are changing and accessible toilet facilities. All children have the right to access class trips wherever it is safe for them to do so. For those children with additional needs, alternative provision can be made, for example, additional adult support, alternative travel arrangements, or alternative arrangements for the administration of medicines.

How will the School support my child's transitions to a new setting?

Please be aware due to COVID restrictions, we may need to make adaptations to transition plans. Prior to starting in Reception, children identified as having Special Educational Needs will have a School Entry Planning meeting. This will be attended by parent/carers, pre-school staff, school staff and any external professionals involved in supporting your child. Through discussion, an action plan is devised to make the transition to school as smooth as possible. For children with a medical condition, this will include identifying staff training needs to ensure your child's needs are fully met. A follow-up review meeting will be held in the Autumn Term to ensure all actions have been implemented. All families will be invited to a new parents' meeting to gather information. The Reception teacher also visits pre-schools to meet the children in a familiar setting. The children will be invited to attend transition sessions to ensure they are familiar with the staff and the setting in advance.

On moving to Secondary School, children in Year 6 with additional needs are discussed with the SENDCo at the

Secondary School once places have been allocated. Additional visits can be organised by the Secondary School for children with additional needs. If your child has complex needs a SEND Support meeting will take place in the summer term and a representative from the secondary school will be invited to attend.

What training is provided for support staff who work with children with SEN?

All TAs who work with individuals or groups of children on interventions will have received training to deliver the sessions. These sessions are overseen by the Class Teacher and SENDCo to monitor the progress of the children. Somerset's support services, the therapeutic services and charities offer a comprehensive list of training which schools can access. The extent and level of training provided depends on the nature of a child's needs. Where necessary, Special schools and Somerset's advisory services can offer outreach support so that our staff are able to receive support and training within the school setting.

How are the School's resources allocated and matched to children's SEN needs?

We ensure that all children who have Special Educational Needs are supported to the best of the School's ability with the funds available. We have a team of TAs who are funded from the SEND budget and deliver programmes to meet group and individual needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a TA.

Who do I see if I am worried?

- Speak to your child's teacher.
- If you are still concerned you can make an appointment to meet the SENDCo (Fiona Robinson)
- If you feel matters are still not resolved, you can make an appointment with the Head Teacher to discuss your concerns.

Who might work with my child?

A range of outside professionals might be called in to support the school in providing the best opportunities for every child. These include:

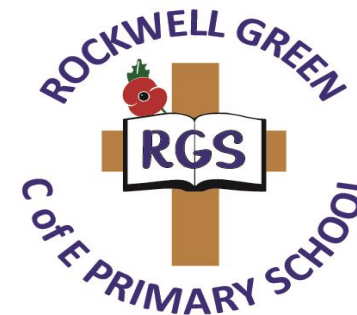
- Speech and Language Therapists
- Educational Psychologists
- Learning Support Advisory Teachers
- Social, Emotional and Behavioural Advisory Teachers
- Mental Health Support Practitioners
- Physical Impairment and Medical Support
- Hearing Impairment Advisory Teachers
- Visual Impairment Advisory Teachers
- Occupational Therapists
- Physiotherapists
- Autism and Communication Advisors

Further Support

You can also access support from our Parent and Family Support Advisors, Lisa Stanley and Kelly Enfield who are based at Isambard Kingdom Brunel School. They can support and advise you in a wide range of situations and can be reached on 01823 795900.

For more information

Contact the School Office on: 01823 662317
rockwellgreen@somerset.gov.uk
www.rockwellgreenprimary.co.uk



**Rockwell Green C of E Primary School
SEN School Offer**

Parent Information

Our job is to help your child achieve the very best they can at school. You know your child best and you may feel that they need some additional help or support for some or all of their time at school.

This booklet is to inform you of the types of support available to your child at Rockwell Green Primary School. It will help you to understand who can help and how this support can be accessed.