



THE RICHARD CLARKE FIRST SCHOOL
Special Educational Needs and Disabilities (SEND)
Information Report
Including SEND Policy
2020

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This report is shared with a group of parents of pupils with Special Educational Needs and Disabilities and our Pupil Support committee of Governors and comments are recorded and used to make amendments.

HERE IS OUR RECORD OF SOME OF THE CHANGES TO IMPROVE INCLUSION OF PUPILS OF SEND IN THE LAST THREE YEARS

October 2018 Front drive re tarmacked and new gates, capital funded project. Improved accessibility to front of school and dedicated disabled parking.

January 2019 Headteacher begun to attend termly DIP (District inclusion panel) meetings. From this school has now more sign posting to support for pupils with SEMH needs and we now have a file of outreach services.

February 2019 The changing of toilet seats and a step in YRs toilet to accommodate the needs of small in stature pupils was a success and had removed the difficulties these children were experiencing in accessing the facilities. This change was a response from feedback from our additional needs parent group.

March 2019 Introduction of physical intervention programmes use two platforms of delivery, Motor-skills United & Sensory Circuits and both are in addition to P.E. lesson time. Both programmes are designed to give those identified pupils the additional opportunity to master a skill in an environment which helps them to achieve their best. Programmes can be adapted if required for the specific needs of our SEND pupils for both physical and sensory difficulties. Sensory circuits are provided before school starts, three mornings each week for approximately 15mins, whilst the Motor-skills united are held on a Friday for 30 mins during lesson time. Both programmes are designed to not only help pupils develop and enhance physical skills but also to improve concentration levels and/or individual behavioural/social issues in readiness for the school day.

Ongoing use of Sports Premium money to invest in resources and training to support children with physical and sensory needs. Eg balancability, Kids Yoga

8th April 2019 Whole staff Relax Kids training giving us strategies to support children with mindfulness activities

March 2020 Golden Pen award evidence of inclusive practice.

Golden Pen Award Newsletter

Teachers and pupils at The Richard Clarke First School take pride in the presentation of their learning. Handwriting is an essential part of the writing curriculum and can support children with their spelling, their ability to read/edit their own writing, the speed in which they write and thus, boost their confidence. To raise the profile of handwriting and motivate the children to be the best writers they can be, we are launching The Golden Pen Award. This is a competition that awards children for effort in improving their handwriting. This is not a 'neatest' child competition but instead, a competition that focuses on determination. Any extra practises at home will not go unnoticed and we encourage all children to try their best. There will be a winner from each class and they will win a golden pen and mini trophy! Wow! Our school handwriting policy and guide are both available on the school website.

Spring term 2020 Use of capital funding grant (£12,500) from local authority to create a multi-use space. Renovation of our old brain box area to create an outbreak space to be used for intervention groups, nurture/pastoral support groups and for sensory activities.

Summer term 2020 Improvements to the courtyard area to improve accessibility. Tarmacking, levelling, new ramps, to classrooms.

Our Commitment

Richard Clarke First School is committed to an enjoyable and inclusive education which offers all pupils the chance to succeed, regardless of ability. There is a commitment to meet the diverse needs of every child in every classroom, this includes children that fall within the four areas of need outlined in the SEND Code of Practice (2015). Additional support is provided when required with the intention of increasing access to the curriculum by removing barriers, raising attainment, encouraging ambition and improving skills.

This policy complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64) and takes account of:

- SEND Code of Practice 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- Equality Act 2010
- Children and Families Act March, 2014
- Advice provided to Staffordshire schools on producing their school's local/core offer



2. Aims of the RCFS SEND policy

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The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEND (Special Educational Needs and Disabilities) engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum in response to the following four areas of need:
 - ◆ Communication and interaction
 - ◆ Cognition and learning
 - ◆ Social, mental and emotional health
 - ◆ Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions by being fully inclusive in all school activities by ensuring consultation with health and social care professionals
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



3. What are special educational needs?

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A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty** in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2015

4. How does Richard Clarke First School know if children need extra help?

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A child may be identified as having a Special Educational Need at any stage during his/her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school/preschool provider
- Tracking of attainment outcomes indicate a lack of or slower rate of progress compared to their peers
- Pupil observation indicates that they have additional needs in one of the four areas
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- A pupil asks for help

5. What should I do if I think my child may have special educational needs?

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- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the schools SENDCO (Special Educational Needs and Disabilities Co-ordinator) whose name is Mrs Kay Hanson and whose contact details are 01283 840206 or via email: SENDCO@richardclarke.staffs.sch.uk
- All parents concerns will be listened to. Parent's views and aspirations for their child will be central to the assessment and provision that is provided by school.
- At RCFS we have a Parent Support Group that try to meet termly and as part of their remit they scrutinise policies. Amendments are made from this feedback. (See notes on page 2.)

Do not underestimate yourself by comparing yourself with others. It's our differences that make us unique and beautiful.



6. How will I know how the school supports my child?

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- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. monitoring by the senior leadership team, the SENDCO (Special Educational Needs and Disabilities Co-ordinator) and external verifiers
 2. ongoing assessment of progress made by pupil in specific intervention groups
 3. work sampling on a termly basis
 4. scrutiny of planning
 5. teacher meetings with the SENDCO (Special Educational Needs and Disabilities Co-ordinator)
 6. pupil and parent feedback when reviewing target attainment
 7. whole school pupil progress tracking and intervention analysis
 8. attendance and behaviour records
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Meetings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and immediate action taken as a result of discussion between the school staff and parents/carers.
- Where it is decided that formal action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and

implemented by the class teacher with advice from the SENDCo. (Special Educational Needs and Disabilities Co-ordinator)

- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and where appropriate, by the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parent's have been consulted with and may include referral to:
 1. Special Educational Needs Inclusion Service (SENIS)
 2. Behaviour Support Service
 3. Autism Outreach Team
 4. Hearing Impairment team
 5. Visual Impairment team
 6. Educational Psychologist Service
 7. Social Services
 8. School Nurse
 9. Mental health support services
- On occasion, some pupils may fail to meet the expected levels of progress, despite the relevant and purposeful action taken to meet their special need (s). In this instance, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

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

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- Teachers plan using pupils' achievement levels and National Curriculum guidelines based upon the age of the children they teach. They carefully differentiate work to match the ability of all pupils in the classroom. When a pupil has been identified as having special needs, their work may be further differentiated by task, outcome or the support (both peer and adult) by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment, resources or ICT (Information Communication Technology).

8. How will I know how my child is doing?

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- Attainments towards the identified outcomes will be shared with parents termly through the Parent's consultation meetings or written reports.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCO (Special Educational Needs and Disabilities Co-ordinator) or another member of the senior leadership team. Please contact the school office who will arrange one for you.

9. How will you help me to support my child's learning?

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- Please look at the school website. It can be found at www.richardclarke.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or SENDCO (Special Educational Needs and Disabilities Co-ordinator) may also suggest additional ways of supporting your child's learning.
- The school organise parent workshops during the year. These are advertised on the school newsletter and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

10. What support will there be for my child's overall well-being?

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The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSEe) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- ASPEN (Additional Support for Pupils with Emotional Needs) – A member of staff has received ASPEN training and can deliver personalised support where necessary.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing can be delivered to targeted pupils and groups. These are identified within our provision.
- Pupils who find outside class times difficult are provided with support by way of a plan to cope which could include a variety of strategies.
- The school places a focus upon delivering an on-going health and well-being programme. Regular topics include: healthy eating, digital awareness, walk to school, importance of exercise and diet, getting out and about. We also have Change for Life programmes that could be implemented at lunchtimes where necessary.

11. Pupils with medical needs

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Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in consultation with NHS representatives, parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the NHS representatives as competent. All medicine administration procedures adhere to the Local Authority policy and Department for Education guidelines included within Supporting pupils at school with medical conditions.

12. What training do the staff supporting children and young people with SEND undertake?

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School staff receive a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff including:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with social, emotional and mental health difficulties
- How to support pupils with speech, language and communication difficulties
- How to support pupils with attachment issues
- Lego as therapy
- Motor skills United and Sensory circuits
- Relax Kids mindfulness
- ACES and Trauma informed

Enhanced training has been provided to Teachers, Teaching Assistants and the SENDCO (Special Educational Needs and Disabilities Co-ordinator) on:

- Talking Partners
- Fisher Family Trust (FFT) reading and writing intervention.
- Attendance at the termly SENDCO (Special Educational Needs and Disabilities Co-ordinator) Update

- Autism and Severe Speech Language and Communication Needs training from Key Learning Centre

Specialist training has been provided to the SENDCO (Special Educational Needs and Disabilities Co-ordinator) on:

- The school has visits from Special Educational Needs specialist teacher (Michelle Tudor) who provides advice to staff to support the success and progress of individual pupils
- The NHS Speech Language Therapist (Mark Allcock) visits regularly to assess and plan support for targeted pupils. This is then delivered by staff and volunteer helpers.
- The school's Link Governor for Special Education Needs has qualifications in teaching children with Special Educational Needs.

RCFS have achieved Dyslexia Friendly full status and continues to follow these good practices.

13. How will my child be included in activities outside the classroom including school trips?

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- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities including visits and trips.
- Reasonable adjustments will be made to ensure pupils safety and inclusion.
- Parents/healthcare professionals are welcomed to accompany the visit should they wish to.

14. How accessible is the school environment?

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The following adaptations have been made to the school environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- A medical room which hosts a fridge has been provided in order to enable a safe place for insulin testing/injections. This room is locked for the safety of the pupils.
- Changes to school entrance and courtyard have improved accessibility for pupils and visitors.

The school has an Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and printed information.

15. How will the school prepare and support my child when joining or transferring to a new school?

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A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits are offered, including the lunchtime experience in the summer term for pupils starting in September.
- Parent/carers are invited to two induction meetings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- For new pupils, the SENDCO (Special Educational Needs and Disabilities Co-ordinator) will discuss any concerns/needs via telephone or meet with all previous providers staff (where applicable) or parents of pupils who are known to have SEND (Special Educational Needs and Disabilities) to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up if requested with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils in Y4 provides a number of opportunities for pupils and parents to meet the staff and peers in the new school. These opportunities are further enhanced for pupils with SEND on an individual case basis.
- The annual review in Y3 or 4 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding their middle school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCOs (Special Educational Needs and Disabilities Co-ordinators) of both schools will discuss the needs of pupils with SEND (Special Educational Needs and Disabilities) in order to ensure a smooth transition.
- Feedback from the previous years' pupils on the effectiveness of the transition process will inform any future process.
- The records of pupils who leave the school mid-phase will be transferred as soon as possible after parents have notified their child has been enrolled at another school.

16. How are the school's resources allocated and matched to children's special educational needs?

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The school receives funding to respond to the needs of pupils with SEND (Special Educational Needs and Disabilities) from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN (Special Educational Needs) budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. intervention groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. speech and language support
- Provision of specialist resources
- Continuous Professional Development relating to SEND (Special Educational Needs and Disabilities) for staff

17. How is the decision made about how much support my child will receive?

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- For pupils with SEND, but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCO (Special Educational Needs and Disabilities Co-ordinator), class teacher and parent. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at an annual review.

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

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This will be through:

- discussions with the class teacher, SENDCO (Special Educational Needs and Disabilities Co-ordinator) or senior leadership team member
- during parents consultation meetings

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

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This will be through:

- discussions with the class teacher, SENDCO (Special Educational Needs and Disabilities Co-ordinator) or senior leadership team member
- during parents consultation meetings

19. Who can I contact for further information or if I have any concerns?

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If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, have a general comment or query, please contact one of the following:

- Your child's class teacher
- Your child's class teaching assistant
- The SENDCO (Special Educational Needs and Disabilities Co-ordinator) – Mrs K. Hanson
- The Headteacher – Mrs K. Hanson
- The School Governor with responsibility for Special Educational Needs and Disabilities - Mrs Carol Smart.

20. Support services for parents of pupils with SEN include:

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- **Staffordshire SENDIASS SEND Family Partnership**

<https://www.staffs-iass.org/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on

sfps@staffordshire.gov.uk

Information Advice & Support Service leaflets and information

<https://www.staffs-iass.org/Leaflets/Impartial-Information-Advice-and-Support.aspx>

- **Staffordshire Connects (Local Offer)**

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

- **Information on the Richard Clarke First School Website**

<http://www.richardclarke.staffs.sch.uk/general-information/sen>