



Rodbourne Cheney Primary School SEND Report

Key Document details:

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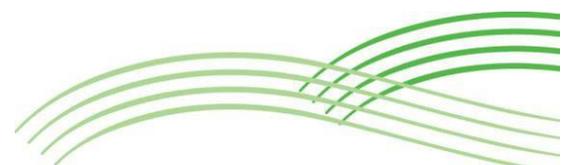
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The White Horse Federation – Rodbourne Cheney Primary School



Address:-The Broadway, Swindon, SN25 3BN

Website:- www.thewhitehorsefederation.org.uk

School opening hours for the children:- 8:40 – 15:25 Mon-Thurs
and 8:40 - 13:30 on Friday

School opening times to Nursery:- Morning session 8:30 – 11:30 and
Afternoon session 12:00 – 3:15 Mon-Thurs and Morning session 8:30 –
11:30 and Afternoon session 12:00 – 2:00 on Friday

Point of contact:- Lisa Davies - Principal – 01793 534710
head@rodbournecheney.swindon.sch.uk

Type of Provision:- Primary Education

Age range:- We cater for children aged 2 - 11

Admission arrangements:- The White Horse Federation subscribes to the
Swindon Borough

Council admissions procedures and policies:- Parents can apply through
Swindon Borough Council for Primary School admissions.

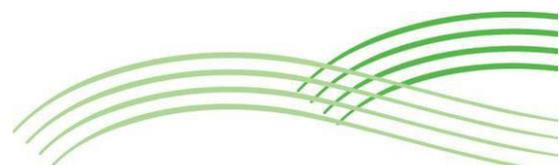
Admission arrangements:- Parents can apply to the school under the
Swindon Borough Council admissions procedures and policies.

Referrals: - N/A

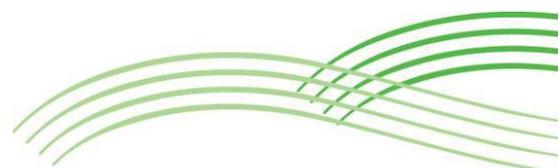
Cost: - N/A

Partnership agencies: - We may work with;

- Educational Psychologists
- Speech and Language Therapists,
- Occupational Therapist,
- Dyslexia-Specific Learning Difficulties Service
- Swindon Autism Support Service
- Targeted Mental Health Service (TaMHS)
- Visual impairment advisory services



- Hearing impairment advisory services
- Assistive technology Service



- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Parent Partnership
- Family Contact Point
- Children's Centres
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- Social Emotional & Mental Health Support Team
- Young Carers
- Youth Offending Team (YOT)
- Trailblazers
- ELSAs

Curriculum: - The Early Years Foundation Stage Framework (2021) is followed, as is the National Curriculum 2014.

The curriculum we offer is based on the National Curriculum, but adapted to best meet the needs of all children. At Rodbourne Cheney Primary School, we are enthusiastic about topic-based teaching with a key text to stimulate the topic. The needs of the child could influence the curriculum they receive and this will be tailored to individual need.

Assessment: - We assess the pupil's progress and attainment three times a year, formally reported to parents in end of year reports. Parents are invited to three meetings each year to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan (EHCP) for Special Educational Needs. Other professionals, e.g. school nurse or Educational Psychologist may be invited to the annual review, to report and review progress with health issues and social and emotional concerns.

Some children who do not have an EHCP may still need extra support and so we will use the Graduated Response process to carefully assess a child's needs and plan some very precise and individual support. Targets will be set and reviewed regularly to evaluate the impact of the support provided.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School

Nurse team and other professionals as appropriate.

In Nursery, Preschool and Reception - during Term 1- the teacher carries out a baseline assessment for every child. The results are shared at Parents' Consultations. By the end of the year the teacher has built up an accurate profile of the child's development. This informs the staff of any specific support that children may require.

Transition: New Reception class children visit the school before their start date. Reception class teachers will meet with all parents and other education settings for each new pupil who starts in the new school academic year. These meetings help the teachers to find out more from the parents about their child and their specific needs and concerns. We will also talk to other professionals involved in the care of higher needs children. Where appropriate, we may make specific personalised arrangements for higher needs children.

Conversations with other professionals through formal meetings will happen prior to children starting at the school. At these meetings with other professionals, we will check funding, write any necessary plans and look at ways of employing staff if required. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date.

Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an EHCP, then SENAT ask parents for their preferred choice of secondary school during whilst their child is in Year 5. SENAT then begin to consult with the preferred school in order for a decision to be made.

Staff Expertise:-

The SENCO/S/s, Miss Barham and Mrs Hawtin, are fully qualified and highly experienced teachers.

The WHF expectations are that all teachers are responsible for children with SEND in their classes and have the support of the SENCO/S to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are

spent on SEND and new practices.

Teaching Assistants are employed to support the learning needs of all the children. Some of these are employed for targeted support for children with high needs to enable them to access the mainstream curriculum. The school provides training for all new Teaching Assistants and ongoing training as appropriate for their role in the school.

We also have pastoral support for all pupils when appropriate. This includes Pupil Welfare Officer, ELSAs, Trailblazers and trained children mental health first aiders.

We provide in-house nurture groups and 1:1 sessions designed to support any children who have social or emotional needs and to give them support when needed.

Monitoring of the effectiveness of the provision: - There are robust systems in place for the SENCO/S and senior leadership staff to monitor the effectiveness of the school provision for SEND children.

These include;

- book scrutiny
- progress meetings
- lesson observations of all staff, including the quality of provision for SEND children
- monitoring of planning
- individual and class provision mapping
- questionnaires
- data from a range of assessments, including three times a year testing
- intervention planning and recording

Subject leaders also monitor the delivery of their subject and the progress made. Ofsted and our School Improvement Partners visit the school on a rolling programme to monitor and make their judgment.

The SEND Governor will meet with the SENCO/S and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The Principal monitors and quality-assures the impact of the SEND Development

Plan/School Development Plan. Ofsted and the Local Authority moderate as part of a cycle for KSI phonics monitoring/KSI SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

Equal Opportunities: - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender or sexuality. When necessary, the details of the access will be determined through a rigorous risk assessment procedure and adaptations will be made as needed.

Spiritual, Moral, Social and Cultural Curriculum: - This is core to the curriculum. This includes;

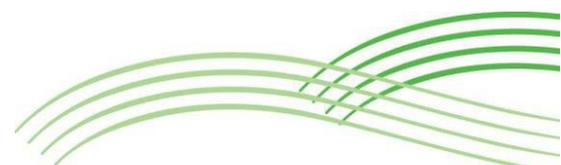
- Values based Curriculum For further information (<http://www.valuesbasededucation.com/index.ph>)
- Building strong, meaningful relationships between staff and pupils
- School council, to which all pupils contribute
- Pupil voice (Regular surveys of children's opinions, meetings with pupils to find out their views on specific issues)
- School council, to which all pupils contribute
- Pupil governance
- Links with local community, e.g. library visits, assemblies taken by local church leaders.
- Religious festivals
- Special school days
- National initiatives, such as charity events

This list is not exhaustive.

Bullying of any kind is not tolerated.

All children are taught:

- how to recognise bullying,
- why it is harmful,
- what to do if they think they are being bullied
- what happens in school when children bully others



From the parent carer's point of view:

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- *In order to identify children with additional needs for SEND, the school follows the Swindon Core Standards for SEND. This is a set of guidelines which supports teachers in assessing and supporting children with additional needs and SEND.*
- *Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observations, or they may do some assessments. It maybe that later on s/he does not make the progress expected.*
- *If your child has been to a preschool, nursery or another school, they will pass on information.*
- *If you have concerns yourself, please talk to your child's class teacher. We have an open-door policy at Rodbourne Cheney Primary School. After school is often better than in the morning; if this is not possible please phone the school to make an appointment.*
- *If we in school identify any special educational needs, we will talk to you about it and tell you what support will be put in place. We may or may not ask to involve one or more of the Partnership Agencies.*

2. How will the school support my child?

The school will support your child in a way that matches his/her needs. This may include;

- *Extra support in class.*
- *Individual or group work outside the classroom for a short time.*
- *A learning programme and activities that are specific to your child.*
- *An individual provision map that sets specific targets, states how and when a child is supported with what resources and who is responsible for delivering the support*
- *The school has many options to enable your child to progress in his/her learning.*

A range of the activities and intervention programmes are available or sometimes he/she may also receive support that is personalised specifically to him/her.

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

The curriculum is carefully differentiated to meet the needs of every child. Your child is then able to learn at his/her own level and make the progress s/he needs to make. Children learn in different ways so different learning styles are recognised and included in teaching.

4. How will I know how my child is doing and how will you help me to support my child's learning?

We look forward to working with you to help your child. We will talk to you about how we help your child. Some of this will be written down on the individual provision map. We like to hear what works for your child and we will make suggestions as to how you can help too.

These are some of the ways we communicate; the most important is for you to talk to the class teacher if you are concerned.

- *Informal conversations between parent/carers with the class teacher. We welcome communication.*
- *Informal conversations between parent/carers with a teaching assistant who works with your child.*
- *All children have a reading booklet for home and school to record details of the child's reading.*
- *For some children we may use home/school diaries or behaviour charts.*
- *Parent/teacher consultations three times a year*
- *Formal reports sent home at the end of the year*

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

The school's core work is ensuring the well-being of each child, through care, support and guidance in class and around school. This includes;

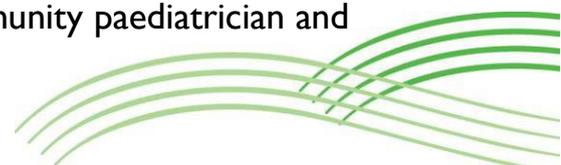
- *Our Values Curriculum, in which all adults try to model good behaviour to children, as well as teaching through lessons and assemblies.*
- *Personal, Social and Health Education curriculum*
- *Enrichment activities (Clubs and activities to broaden life experience, for*

example Sports and Music)

- *School Council*
- *Medical care plans/ personal care plans*
- *Most staff are trained in First Aid (staff who cover all areas of the school, all ages of children and the whole school day)*
- *Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents.*
- *Family Support worker*
- *Jigsaw Personal, Social, Health Education (PSHE) with mindful approach programme*
- *Wellbeing support*
- *Some staff are trained in positive physical intervention (Team Teach). Team Teach uses “positive handling” which is a holistic approach involving policy, guidance, management of the environment and deployment of staff. Team Teach emphasises a spectrum of gradual and graded response to reduce the probability of challenging behaviour escalating towards violence. The emphasis is always on preventative measures; environmental management, diffusion and de-escalation. Where these approaches are insufficient risk-reducing physical interventions are designed to keep people safe as part of a holistic response. Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents.*

6. What specialist services and expertise are available at or accessed by the school?

- SENCO/S
- Educational Psychologists
- Speech and Language Therapists,
- Occupational Therapist,
- Dyslexia-Specific Learning Difficulties Service
- Swindon Autism Support Service
- Targeted Mental Health Service(TaMHS)
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)



- Parent Partnership
- Family Contact Point
- Children's Centres
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer (EWO)
- Social Emotional & Mental Health Support Team
- Young Carers
- Youth Offending Team (YOT)
- ELSAs
- Trailblazers
-

7. What training are the staff supporting children with SEND had or are having?

All staff have access to CPD which is tailored to the needs of the children, linked to skills and monitored through the Performance Management Review process.

<u>Training Programme</u>	<u>When</u>	<u>Who</u>
Safer recruitment	2020	Necessary staff
Level 3 Safeguarding Training	As required	Necessary staff
CP & Safeguarding	Yearly Update	All Staff
First Aid	As required	Selected teaching and support staff
Paediatric First Aid	As required	Selected teaching and support staff
Medical Training	Yearly Update	All Staff
Epilepsy and asthma attacks	Yearly Update	All Staff

SEND responsibilities update	Term 1 2022	Teachers
Provision Maps	September 2022/23	Teachers and Teaching Assistants
Bespoke ASC training based on children's individual needs	September 2018	All Staff

SENCO/S also has termly meetings with cluster group SENCO/Ss to update knowledge and skills.

Teaching Assistants have undergone induction training and SEND TAs meet with SENCO/S for some training on educational programmes to use with children, updates and information.

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

We are a fully inclusive school. However, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

9. How accessible is the school environment?

The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. The accessibility plan is available on request.

10. How will the school prepare and support my child to join the school or transfer to a new school?

- *New Reception class children visit before their admission date.*
- *Reception class teachers meet with all parents / carers of children who start in the new academic year.*
- *Before Y6 pupils move on to Secondary schools, transition meetings take place between our school and secondary colleagues and pupils are invited to visit their new schools. Extra visits may be arranged for pupils with Special Educational Needs.*
- *When children join from another primary school we transfer records and have meetings/ conference calls as needed.*

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

The school receives money for each child in the school. In addition, it receives money to support SEND children. This is used according to the needs of the children in the school, following observation and formal or informal assessment of the children.

Also, additional funding can be requested to support higher needs children, that is children who may be likely to have an EHCP. The principal and the SENCO/S will discuss each child's needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP.

This may include access to:

- Additional resources*
- Additional learning support*
- Support from outside agencies*

12. How is the decision made about what type and how much support my child will receive?

- Through observation, assessments and, sometimes, external assessments we will decide on the type and amount of support.*
- The first level of support, within class, is decided by the class teacher, with advice from the SENCO/S if necessary.*
- If appropriate, additional support may be put in place, for example working 1-1 with a teaching assistant for 10-15 minutes, following consultation with the SENCO/S.*
- Records are kept of what support each child receives and whether it is helping.*
- We welcome your opinion about your child's support.*
- All extra support is offered within the budgetary limitations of the school.*
- We may ask to make an application for an EHCP for children with very high needs. This is dependent on the child meeting the criteria for such an application.*
- Other professionals involved in the care of your child may advise us on the type of support to offer.*
- All levels of support are continuously reviewed.*

13. Who can I contact for further information?

If you wish to discuss your child and his/her support please talk to the class teacher.

If you still have questions or if you wish to discuss the curriculum offer please contact the SENCO/S, Miss Harris - 01793 534710

*For general inquiries about the school, please contact the school office.
Phone 01793 534710, admin@rodbournecheney.swindon.sch.uk*

*If you have queries or concerns please contact the Principal, Ms Lisa Davies, who will be happy to meet with you or refer you to other agencies if they may be more helpful.
Phone 01793 534710, head@rodbournecheney.swindon.sch.uk*

