



The Consortium Trust
Where together excellence and pupils thrive



SEND Information Report - Rendlesham Primary School

Every child's needs are considered on an individual basis. We are experienced in working with a range of diagnosed conditions including ADHD, Autism, Dyslexia, Dyspraxia, Speech and Language Needs, Visual and Hearing Impairments.

Rendlesham Primary School and Consortium Academy Trust is committed to inclusive learning and wellbeing for all our pupils.

Who are the best people to talk to at Rendlesham about my child's educational needs and/or disabilities (SEND)?

The class teacher: They are responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need.

The SENDCo: At Rendlesham, the SENDCO (SEN and Disability Coordinator) is Debbie Scurrall. She is responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents. Contact details: 01394 462190 Email: dcurrall@rendlesham.org

The SEND Locality Committee Member : All Consortium schools have a SEND Locality Committee member who can be contacted through the school. They are responsible for monitoring the school's SEND Provision through regular contact with school staff

How do teachers at My Child's School identify and assess pupils with SEND?

We gather information from parents/carers, from teachers, from pupils, and from other agencies.

We use various standardised assessments to monitor your child's progress in school.

We refer children to other agencies for further assessment where needed, in consultation with parents/carers.

What kinds of SEND are provided for at Rendlesham?

There are 4 main broad areas of SEND:

Cognition and Learning

Communication and Interaction

Sensory and Physical

Social, Emotional and Mental Health

How does Rendlesham communicate with the parents/carers of children with SEND?

We use a variety of ways to communicate with parents, including:

- Autumn and Spring term parents' meetings
- Website
- Review meetings
- Meetings with outside agencies
- School Facebook page
- E-mail/Arbor messaging system
- Regular letters
- Appointments with staff
- Learning Pi

How do staff communicate with the children who have SEND?

- Children are involved in setting and reviewing their targets
- Visual resources in classrooms to support targets
- Staff give children time to speak and listen carefully to what children have to say
- Stickers, praise and awards in school
- School council and Pupil Parliament

How does Rendlesham provide children with SEND access to the whole curriculum and support their emotional well-being?

- We offer a unique curriculum which includes formal, informal, and personalised learning, as well as extended schools activities.
- The SENDCo makes sure all staff are aware of pupils with SEND so that they are included in teachers' planning
- Individual Support Plans (ISPs) with regular review (at least half-termly)
- Opportunities for very small group and individual support
- Lessons and learning spaces are adapted to take account of individual needs
- Celebration of children's' work and personal achievements
- Prompt referrals to outside agencies and acting upon recommendations received
- Provision is tailor-made to ensure children can be included in educational visits, residential trips and clubs/activities

What are the different types of support available at Rendlesham?

- All children receive quality first classroom teaching from highly motivated, enthusiastic teachers and support staff
- Intervention and support groups run inside and outside the classroom
- Personalised support inside and outside the classroom
- Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers

These are some of the interventions that are currently used at Rendlesham.

- Literacy interventions: Beat dyslexia/Clicker/Apples and Pears/Dancing Bears/Nessy Spelling and Reading programme
- Maths interventions: Plus 1/Power of 2/Numicon
- Specific resources for comprehension and language work, or memory e.g. Black Sheep Press
- Social skills groups/Lego therapy/Nurture

How is extra support allocated to pupils?

- In class support is allocated in discussion with the Academy Head, SENDCo and class teacher
- Intervention groups and individual support is arranged according to need or as specified in the individual's EHCP
- Support is funded from the school budget
- High Tariff Need Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support.

How does the school evaluate the effectiveness of provision for pupils with SEND?

- Termly review of all pupils with SEND with SLT, class teacher and SENDCo
- Pre and post intervention data
- Pupil progress meetings
- Book scrutiny
- Lesson observations
- Learning Walks
- Discussion with parents/carers

How accessible is the environment at Rendlesham Primary School?

- The front entrance door to the school is operated by an automatic opening touch pad
- All doors inside and out of the building are compliant with wheelchair access
- There are accessible toilets with changing facilities.
- There is a lift to access the first floor rooms
- There are designated disabled parking spaces
- The background colour of interactive whiteboard screens can be altered to accommodate pupils with vision impairments
- Further provision can be made for a range of physical and sensory needs.

What other agencies does the school work with to support SEND children?

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies:

- Educational Psychology Service
- Speech and Language Therapist/Occupational Therapist
- Specialist Education Services (SES)
- Sensory Impairment team
- CAF (Common Assessment Framework)/Early Help/Family Support Practitioners
- Community Paediatrician
- School Nurse
- Social Services
- Education Welfare
- Dyslexia Outreach Support
- Special School Outreach (SENDAT)
- In Year Fair Access Panel (IYFAP)
- Education Counsellors and Consultants e.g. BellsCroft, Gemstones, Consortium SEN team

What is the expertise of the staff and what training is provided at Rendlesham?

- Qualified Teacher Status for all teachers except trainees
- SENDCO with National Award for SEN Coordination
- First Aiders and access within Consortium to Mental Health First Aiders, Mental Health Champion
- TIS practitioners
- Safeguarding training
- Food Hygiene
- Trained Teaching Assistants/ Higher Level Teaching Assistants
- School Safe Training/Behaviour Management/Safer Handling
- On-going CPD for all staff – topics for 2021/2022 include mental health, sensory processing disorder and subject specific training

How is transition into and out of Rendlesham Primary School arranged?

- Home visits for all new entrants to EYFS
- Transition meetings are held with parents/carers, previous schools and settings to plan an individual transition for children
- Children moving on from primary school to high school have a range of transition activities and taster days.
- Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

Who, outside of school, can I turn to for advice and support if I am not happy?

- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.
- SENDIASS in Suffolk <https://www.suffolksendiass.co.uk/>
- In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>
- The school and Suffolk County Council have complaints procedures which are followed.

More information

- Please read the SEND policy, the Behaviour and Inclusion Policy, and the Teaching, Learning and Curriculum Policy which are available on our school website
- You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.
- For information about Suffolk's Local Offer visit <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>
- This SEND Information Report was reviewed in September 2021 and will be updated annually.
- We value your feedback so please contact the Academy Head teacher or Consortium Academy Trust if you have any comments on this SEND Information Report.

Glossary of commonly used terms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education and Health Care Plan (replaced statements in 2014)
IEP/ISP	Individual Education Plan (or Support Plan)
LAC	Looked After Child
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Coordinator
SENDIASS	SEN & Disability Information Advice and Support Service
SpLD	SpLD Specific Learning Difficulty (dyslexia)
TIS	Trauma Informed School