



ROWLATTS MEAD

PRIMARY ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

Rowlatts Mead Primary Academy SEND REPORT 2019

Academy Name	Rowlatts Mead Primary Academy
Age Range	3-11
Principal	Ms Jay Virk
Special Educational Needs Coordinator (SENCo)	Mrs D Swann
Governor with responsibility for SEND	Ms A. Thompson
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Local Offer Webpage Link	https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/

Introduction

At Rowlatts Mead Primary Academy we are committed to ensuring that all pupils (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs) achieve their potential in all areas of the curriculum and socially, morally, spiritually and culturally. Our school vision 'Together we succeed through challenge and enjoyment' helps pupils recognise that that they can achieve their full potential and leave our school ready for the next stage of their life.

We aspire for all our pupils to make at least good progress, attain high academic achievement, become self-reliant and independent. Our curriculum is engaging, broad and creative giving pupils the opportunity to develop Resilience, Reciprocity, Reflectiveness and Resourcefulness.

We consider the good progress which pupils with AN/SEND make, to be a reflection of our effective and efficient strategies to identify pupils' individual needs; deliver quality first teaching and implement successful intervention and support. We also ensure that all staff (both teaching and non-teaching) have access to appropriate and up-to-date training.

SEND

The Code of Practice 2014 states that:

'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.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)

The following table identifies the types SEND and examples of the type of provision offered at Rowlatts Mead Primary Academy it is not an exhaustive list.

Type of SEND	Type of Provision
Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)	<ul style="list-style-type: none">• Language rich curriculum• Pre-teaching of language• Talk for Writing• Let's Talk• Language for thinking• Language groups• Play Interaction• SALT (Speech and language therapy) support for individuals and groups
Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)	<ul style="list-style-type: none">• Reciprocal reading• Accelerated reader• 1:1 reading• Encouraging reading at home• RWI – 1:1 and small group• Fresh Start• BRWP• Inference groups• Little Big Maths and Big maths – small group• LSA support within year groups or for individuals• ICT – Nussy learning, Spellfix,• Personal resources – writing slopes, pencil grips etc

	<ul style="list-style-type: none"> • LCI (Learning, Communication and Interaction Support Team) involvement • Provision map and Pupil Outcomes with personalised targets
Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)	<ul style="list-style-type: none"> • Play interaction • Fun Time • Lunchtime plan for vulnerable pupils • Personalised reward charts • Restorative Justice through Peer mediation • Individualised curriculum • Positive People sessions • Positive Behaviour Plan • Positive Handling Plan • Team Teach trained staff • SEMH team involvement
Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)	<ul style="list-style-type: none"> • Big Moves • Speed Up • Individualised resources – writing slope, pencil grips, large print, coloured paper/books etc • Disabled toilet and changing facilities • Visual timetables • Wheelchair access to all areas of the building via external ramps • ICT available – iPads, laptops and IWB • Outside agency advise and involvement as required • Care plan as required

Rowlatts Mead Primary Academy's approach to teaching pupils with SEND:

We believe that all children should receive quality first teaching with the rest of their class. Teachers will ensure that lessons and support are differentiated according to pupils' needs and preferred learning styles. Pupils with SEND are entitled to be taught by their teacher, not always a teaching assistant, therefore teachers aim to spend time each day working with all pupils, individually or as part of a group.

When allocating additional LSA support to pupils we aim to put in sufficient support to enable pupils to reach their targets but without developing a learned dependence on an adult. Targets set for pupils with SEND are challenging to enable them to reach their full potential and in an attempt to close any attainment gap between pupil groups. However, personalised needs are taken into account and targets reflect this. Interventions are matched to the pupils needs and are monitored closely by their class teacher, SLT and SENCo so that progress and impact can be measured and next steps implemented.

What expertise and training of staff do Rowlatts Mead Primary Academy provide to support pupils with SEN?

All teachers through teacher training are trained to work with SEND pupils and have ongoing access to advice, information and training to enable them to teach all pupils effectively. Teachers and LSAs will have training tailored to the needs of the pupils in their class or group, or as a whole school if required.

If there is need for more specialist help the academy is able to access expert advice and training including from Educational Psychologists and Advisory Teachers.

What support services are available?

Support services available:

- Speech and Language Therapy (SALT)
- Educational Psychology Service (EPS)
- Primary School Social, Emotional and Mental Health Team (SEMH)
- Learning, Communication and Interaction Service (LCI)
- Special Education Service (SES)
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse Service
- Diana Nurse Service
- Family Support Services
- SPA referral for medical needs
- Team around the Family (TAF)
- Child and Adolescence Mental Health Service (CAMHS)

Local Offer

Local Offer Leicester provides you with information and advice about special educational needs and disabilities (SEND) and details of services that can support children and young people with SEND, aged 0-25, in Leicester.

Click link for more information <https://mychoice.leicester.gov.uk/Categories/3/Local-Offer>

How does Rowlatts Mead Primary Academy adapt the curriculum and the learning environment of pupils with SEND?

All children receive quality first teaching with lessons and support differentiated according to pupils' needs and preferred learning styles. Classrooms are able to be adapted as required and resources made available to aid inclusion. Teachers plan carefully using a variety of teaching styles which supports all pupil learning. Lessons and the curriculum can be adapted for individuals through differentiation and specialised visual, tactile and concrete resources.

What are the admission arrangements for pupils with SEND at Rowlatts Mead Primary Academy?

As an Academy we still follow the local authority's policies for the admission of new children into the school, this includes pupils with special educational needs. The local authority, Leicester City Council, by default adapt the national admissions guidelines, The School Admissions Code, which is available on the Department for Education's web site. The link for which is shown below...

<https://www.gov.uk/government/publications/school-admissions-code-2>

When places have been allocated a member of the school will contact the family and previous school (if applicable) to determine any SEND requirements. As for all pupils, an induction meeting will take place. Additional meetings with the SENCo will be arranged if a pupil has a high level of need to ensure that provision can be in place before the pupil starts.

What facilities are provided to assist access to the academy?

Rowlatts Mead Primary Academy is disability friendly. There is access to all areas of the school via exterior walkways and ramps. Internally most classrooms are on the same level with wide corridors and an easy access toilet. Where and when appropriate, we make changes to the environment or building that are necessary for pupils with physical or other sensory disabilities.

What equipment and facilities do we have to support pupils with SEND?

Rowlatts Mead Primary Academy identifies individual needs and will draw up a Provision Map detailing support, interventions and adaptations to the curriculum. Pupils with outside agency support will have a Pupil Outcome Plan (an individual education plan) or an EHC Plan (Education, Health and Care). All individualised plans will include what support and by whom, frequency of support, personal targets and use of any equipment and resources. Plans and provision will be shared with parents or carers.

How does Rowlatts Mead Primary Academy ensure that pupils with SEN are enabled to engage in activities available with pupils in the academy who do not have SEN?

At Rowlatts Mead Primary Academy we have a broad and balanced curriculum that aims to enrich the lives of all our pupils. Lessons are differentiated to match the needs of each pupil but have an element of challenge. Teachers will make reasonable adjustments to the curriculum to meet individual needs where appropriate.

All pupils have equal access to clubs and activities which develop engagement with the wider curriculum. No one is excluded from such activities and we adapt all learning whether in or out of the classroom to the pupils' needs (for example ensuring a venue has wheel chair access; provision of extra adults to support pupils when required)

What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?

Teaching staff including LSAs are observed and the quality of teaching and learning is evaluated for all pupils. Staff have tailored CPD. The Principal and SENCo hold progress meetings with all teachers to discuss and monitor the progress of every pupil. Data is also analysed after each data point to ensure progress and attainment of pupils with SEND pupils is in line with non-SEND peers where possible. Careful monitoring ensures that provision is accurate and appropriate. Teachers meet with every pupil to complete an individual Assertive Mentoring session, the Assertive Mentoring Form is given to parents after each sessions.

The school has an inclusive behaviour policy and allows individual achievements to be acknowledged and celebrated. Behaviour incidents are recorded on CPOMS and monitored by the Principal to ensure any persistent behaviour issues are followed up and advice and support put in place.

The academy promotes the 4R's, Resilience, Reciprocity, Resourcefulness and Reflectiveness in all pupils.

How does Rowlatts Mead Primary Academy consult parents of children with SEND and involve them in their child's education?

At Rowlatts Mead Primary Academy we have an open door policy which includes parents and carers able to complete a morning task with their child each morning, this gives them an opportunity to speak with the teacher or LSA and have an insight of what their child is learning at school. The academy also offers parents of SEND pupils the following;

- Parents' Consultation Day twice a year
- Formal written report at the end of the year
- Parent Workshops and Information Sessions
- Parents and pupils involved in Education Plans and Provision Map (reviewed 3x a year, target setting, and evaluation)
- Open door policy through the school office or class teacher, for concerns to be raised throughout the year
- Assertive mentoring forms shared with parents
- Stay, Play & Learn/Stay, Share and Learn
- Home and school discussions to support learning
- Responding to questionnaires and comments forms

How does Rowlatts Mead Primary Academy consult pupils with SEND and involve them in their education?

All pupils at Rowlatts Mead Primary School take part in Assertive Mentoring by meeting with their class teacher and discussing their achievements, targets, behaviour and next steps. In addition, where possible, pupils with individual plans are involved in creating them and their views are valued and listened to in the review process.

How does Rowlatts Mead Primary Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEN and supporting their families?

The academy aims to work in partnership with other agencies in order to provide an integrated support based on the need of the pupils. The SENCo liaises with SENCos from within the Trust.

How does Rowlatts Mead Primary Academy assess and review pupil's progress towards outcomes?

Once outcomes have been identified and Provision Maps or Pupil Outcome Plans completed provision will be put in place. Teachers monitor interventions and will review and alter provision as appropriate. Assessment will take place at the beginning and end of a timed intervention or as appropriate for ongoing provision. Pupils will also be assessed during the whole school assessment period and their progress shared with their parents or carers. Pupils will also have Assertive Mentoring sessions with their teacher and the outcomes shared with parents or carers.

Progress meetings with the Principal and SENCo will also review progress and outcomes for all pupils.

Outside agency reports and advice will also be implemented, reviewed and shared with parents.

How does Rowlatts Mead Primary Academy support pupils with SEND in the transfer between phases of education?

Transition to, from and within school can be difficult for pupils and their parents and we endeavour to make it as smooth as possible. This may include –

- Additional meetings for pupils and parents with the new teacher
- Additional visits to the classroom environment and other areas e.g. toilets and outdoor space
- Creating a Social Story or transition booklet
- Transitioning with a known adult e.g. 1:1 LSA
- Consistency across school with displays and expectations
- Individualised transition plan as required
- Additional visits to secondary school/alternative settings with known member of staff
- Liaising with secondary school staff including SENCo

What support for improving emotional and social development does Rowlatts Mead Primary Academy offer?

Rowlatts Mead Primary academy actively teaches the 4R's Resilience, Reciprocity, Resourcefulness and Reflectiveness. The academy also promotes SELF ESTEEM, mindfulness and Yoga for all pupils. Interventions to improve emotional and social development include Positive People and Play Interaction.

Pupils take part in Assertive Mentoring and have access to Restorative Justice through Peer Mediation.

The school has a comprehensive Assertive Discipline Policy and Staff are aware of pupils with specific behavioural needs. Where required personalised plans are put in place to support them through the school day including provision at break and lunch times.

What are the arrangements for supporting pupils with SEND who are looked after by the local authority?

The arrangements for supporting LAC pupils with SEN are the same as non-LAC pupils with the addition of PEP and LAC meetings. The designated LAC teacher is also the SENCo and forms part of the team around the child.

How will Rowlatts Mead Primary Academy evaluate the effectiveness of the provision made for pupils with SEN?

At Rowlatts Mead Primary Academy SEND provision is monitored and evaluated by the teachers, SENCo, Principal and outside agencies if appropriate. If certain provision is not effective then alternative strategies will be put in place. The Principal and SENCo also analyse data across the school to ensure that targets set are challenging and provision appropriate in an attempt to diminish the difference between SEND and non-SEND pupils within the school and nationally .

What are the arrangements for handling complaints from parents of children with SEN about the provision made at Rowlatts Mead Primary Academy?

At Rowlatts Mead Primary Academy we work hard to establish good relationships with parents or carers to ensure a collaborative approach to meeting pupils' needs. Parents or carers are able to speak with the SENCo Mrs D Swann or the Principal Ms J Virk about any questions or concerns about their child's needs.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Principal Ms J Virk. The chair of governors, Rev C King, may be involved if necessary.

The academy can be contacted on 0116 2768812.