

## Rainbow Forge SEN Information Report

**Inclusion manager – Nina Collard (tel. 01142 487342)**

We maintain a strong ethos of inclusion at Rainbow Forge, which aims to provide fully for children across a range of special educational needs;

- Communication Difficulties
- Cognition and Learning
- Social, Emotional and Mental health difficulties
- Sensory and/or physical needs

Our vision is to enable all pupils, including those with SEN, to achieve their potential in a nurturing environment that fosters a life-long love of learning.

The **Special Educational Needs Code of Practice** gives guidance to education settings that help to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

*Changes to the SEN policy in line with the new Code of Practice are in progress and an updated policy will be available in Summer 2015.*

### Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people

- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

### **What are special educational needs (SEN)?**

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily.

But a few children will need extra help for some or all of their time in school.

### **The Special Educational Needs coordinator (SENCo)**

The SENCO is Miss Nina Collard. She may be contacted via the school office on **01142 487342**. The Link Governor for SEN is Mr David Hoar.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual pupils with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENCO works with professionals

providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the headteacher, Jane Loader, and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN. For more details on the role of the SENCO, see further sections below.

### **How we identify Special Educational Needs**

All staff have a responsibility to ensure all pupils at Rainbow Forge are achieving their potential, secure and happy, therefore any concerns a staff member may have regarding barriers to learning are discussed with the SENCo to be investigated.

Early intervention and continual tracking of progress are key to identifying SEN and ensuring children are supported at the first opportunity to ensure the best possible progress. We do this through the following systems:

- Benchmarking data on entry to Foundation stage 1 and 2 is discussed by the head teacher, class teachers and SENCo to identify any pupils with potential SEN.
- Half termly pupil progress meetings to identify children with a potential barrier to learning.
- Tracking of social and emotional skills in Assertive Mentoring with referral of concerns to SENCo
- Half termly inclusion meetings involving Head teacher, SENCo and Learning mentor to discuss progress and well-being of pupils.

Once a child is identified as having a potential SEN it is the SENCo's responsibility to observe, advise class teachers, discuss with parents and refer to external agencies if necessary.

### **How do we make sure the teaching is matched to the needs of pupils with SEN?**

Careful individual differentiation is made to classroom teaching and the learning activities children complete. All children with SEN have individual targets in Reading, writing, maths and their self-management skills. These are reviewed

with the child and their parent half termly by the class teacher, the SENCo will advise on these targets where necessary. Children with SEN are always discussed specifically at pupil progress meetings, if we feel a pupil needs extra support to make accelerated progress in a subject we will arrange for them to complete an extra small group lesson in the afternoons (intervention).

If a child has needs that make exams more difficult for them the school make arrangements for special provision eg. Extra time or a scribe. The needs of individuals are considered by class teacher when planning trips and provision is made to ensure all pupils can access extra-curricular visits and activities and we actively encourage SEN pupils to become involved in pupil voice groups.

Provision is made for children with medical needs; this may be a short term risk assessment and adaptations made to a the environment or a long term provision involving external agencies. Medicines are kept safely and administered in the school office.

It is our belief that disruptive and negative behaviour in school is often a symptom of social, emotional and communication difficulties. We combat this using a whole school approach of nurture and teaching understanding of feelings and behaviours, plus individualised support where needed. Pupils who struggle to make the correct choices with their behaviour are referred by class teachers to the SENCo who will organise support in one of the following ways:

- Meeting with parents and the child to discuss ways forward
- Supporting positive behaviour using an individual daily tracker or tick chart
- Working in a small group or 1:1 with our Learning Mentor - Andy Keenan
- Accessing a social skills intervention - Nurture breakfast, Theraplay Friendly Stars group, Lunch Bunch or turn taking group
- Seeking advice or referrals from external agencies - MAST, Speech and Language therapy, CAMHS.

Staff at Rainbow Forge use person centred planning for all pupils with SEN. All children on the SEN register have a 'Child on a page', written with the pupil it outlines their likes, dislikes hopes and wishes of the future. This ensures their voice is heard and opinion about how they learn best is placed at the centre of provision.

## **What expertise do we have in school?**

Rainbow Forge have a commitment to continual professional development for all staff, especially in the field of SEN. Some recent examples of training completed by teachers or teaching assistants include:

- Literacy and maths interventions (Project x code, Fischer Family Trust, numicon, 1<sup>st</sup> class at number, success at arithmetic)
- Specialist phonics training
- Signs and Symbols training to support speech and language difficulties
- Supporting pupils who Stammer
- Fine and gross motor skills
- Attachment difficulties
- Supporting SEN pupils who have speaking and listening difficulties
- Autistic Spectrum Disorder
- Visual impairment

We access support and advice from a full range of external agencies across the city.

## **How do we know provision is effective?**

We use robust monitoring systems to ensure we are adapting provision to enable pupils with SEN to make good progress. The progress of pupils with SEN is tracked half termly and discussed by the class teacher, pupil, parents and Senior Leadership team including the SENCo. Where concerns about progress are raised adaptations to provision will be made, sometimes involving external agencies. Progress during extra interventions is discussed weekly by teachers and teaching assistants and records of progress is kept in files in the classroom. The SENCo analyses assessment data at the start and end of interventions to ensure they are effective in boosting children's attainment.

Pupils with SEN are discussed termly at Governor meetings where the SENCo and head teacher give reports.

## **Accessibility for pupils with a disability**

Access arrangements for pupils with a physical or sensory disability are made as and when needed. Disabled access toilets and changing facilities are available in school.

## **Communication with Parents**

Rainbow Forge believes we support children with SEN most effectively when we have positive open communication with parents/carers. Parents/carers are invited to discuss pupils progress and review their targets every half term with their child's class teacher, the SENCo can also attend this meeting where requested. All parents of pupils with SEN can also request a meeting with Nina Collard the SENCo, they should do this through the school office. Parents are invited into school for review meetings; these are often with professionals from external agencies.

Parents can access the full range of support in the city provided by external agencies plus Rainbow Forge's contribution to the local offer at [www.sheffield.gov.uk/localoffer](http://www.sheffield.gov.uk/localoffer)

If a parent/carer of a child with SEN wants to join the school, or if a parent wants to make a formal complaint they should speak to Jane Loader via the school office.

## **Transition arrangements**

A careful transition is planned for pupils with SEN at each key stage of their school life (foundation stage to KS1, KS1 to KS2 and primary school to secondary school). Transitions within the school are planned during the summer term and following discussions with pupils and parents some arrangements may include:

- Visits to the new classroom when empty
- 1:1 work with the new teacher
- Making a book about 'My New Classroom'
- Teaching provision adapted so that a key Teaching assistant can move up with vulnerable pupils.
- 1:1 transition work with the Learning Mentor

Transition from Y6 to secondary school for pupils with SEN may begin in Y5. Parents are supported in visiting secondary schools, including special schools where the pupil has a EHCP, and an SEN transition meeting is held with the SENCo, parents and Educational Psychologist. Once a school has been allocated support may include:

- Visits to the school when empty or during the school day
- Photos and research about the new school
- 1:1 support from the Learning Mentor
- Extra small group or individual lessons on coping with the changes eg. Using timetables, getting to school independently, organisation skills.