

School Offer for Children with Additional Needs (AN) including Special Educational Needs or Disabilities (AN/SEND)

At Rowlatts Hill Primary School 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. This document is intended to give you information regarding the ways in which we ensure that we support (as we do all pupils) with AN/SEND to realise this potential. We aspire for ALL (including those with AN/SEND) our pupils to make at least good progress, attain high academic achievement, become self-reliant and independent.

It should however, be noted that this list document does not provide an exhaustive or definitive list of the skills, resources and techniques we employ, as we are constantly reflecting and reviewing what we provide which leads to continual development and modification of our provision.

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 successful intervention and support. We also ensure that all staff (both teaching and non-teaching) have access to appropriate and update training.

Other useful documents - Policy for SEN and Public Sector Equality Duty (also available on our school website)

If you would like any further information on what we have to offer please do not hesitate to contact the school directly.

Speed up Improving handwriting skills. Session length: 1x 1 hr per week Programme length: 8 weeks - 1 year Number of pupils in group: 4-6				✓	✓	✓	✓
Read write inc. To develop reading and writing skills Session length: 4-5x 1hr per week Programme length: 1 year Number of pupils in group: up to 8.				✓	✓		
Fresh Start: To develop reading and writing skills Session length: 4-5x 1hr per week Programme length: 1 year Number of pupils in group: up to 8.						✓	✓

- Programme lengths are averages and will vary depending on the child.
- All Interventions are lead by trained Teaching Assistants.
- Further information is available on any of the interventions by speaking to your child's class teacher or by making an appointment to see the schools SENco Ms Virk

Frequently Asked Questions:

How does the school know if children need extra help?

- Teachers frequently assessing children, using their training and expertise
- Parents concerns or feedback
- Pupils own concerns
- Discussion with other professionals such as the Educational Psychologists, Speech and Language Therapist, Health Professionals

What should I do if I think my child may have SEN?

- Speak to class teacher
- Speak to the school's SENCo

How will the school support my child?

- We consider each child's needs individually and adapt support where necessary (see examples of the types of support we offer are outlined in the 'Table of Provision at Rowlatts Hill Primary School' above)

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

- All children receive quality first teaching
- Lessons and support are differentiated according to pupils' needs and preferred learning styles
- Pupils are involved in planning and evaluating what is taught and how it is taught

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

- We consider each child's needs individually and adapt support where necessary (see examples of the types of support we offer are outlined in the 'Table of Provision at Rowlatts Hill Primary School' above)

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

- Parents' Consultation Evening
- Parent Workshops and Information Sessions
- Parents and pupils involved in Education Plans (target setting, review 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
- Family Learning
- Stay, Play & Learn/Stay, Share and Learn
- Curriculum Booklet
- Home and school discussions to support learning
- Responding to questionnaires and comments forms

What specialist services are accessed by the school?

- Please see the table above
- For the services available to school provide by LCC please visit this website
www.localofferleicester.org.uk

What training have the staff received so they can support children with AN/SEND?

- We constantly review training needs depending on the needs of the pupils
- All staff trained using 'Nasen' or 'IDP' training materials
- Please also see table above

How are children with AN/SEND included in activities outside the class room including education visits (trips)?

- 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)

How accessible is the school setting environment?

- See Single Equality Scheme and linked policies on website
- We constantly review the setting to ensure needs are met

How will the school support children with AN/SEND to join the school and transfer to a new setting?

- Comprehensive induction for parents and pupils new to school
- Option of home visit for children new to the foundation stage
- All staff notified of new pupils and their needs
- Transition meetings with staff from new setting for pupils moving to a new school (with extra visits to new settings for pupils with additional needs)

How are the school's resources allocated and matched to pupils' special educational needs or physical needs?

How is the decision made about what type and level of support my child will receive?

- For pupils who have a Statement of Educational Needs or/and an Education Health Care Plan the school must allocate funding according to the stipulation of the local authority (this varies according to individual children's needs)
- As a school we continually strive to allocate resources to promote the best possible outcomes for ALL pupils in the most effective and efficient way (for example deploying adults to work with a group of pupils with similar needs rather than one to one to have the most impact on progress).
- We constantly review, evaluate and adapt our use of resources according to the needs of the pupils and the progress being made
- Where ever possible we gather the ideas and opinions of pupils and their families

How are parents involved in the school?

- We actively encourage parents, carers and extended families to be involved in school, in numerous ways. For instance :-
 - Parents' Evening
 - Parent Workshops and Information Sessions

- Parents and pupils involved in Education Plans (target setting, review 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
- Curriculum Booklet
- Home and school discussions to support learning
- Responding to questionnaires and comments forms

