



Ranskill Primary School

We "Take Care" and "Go Beyond"



INTRODUCTION

At Ranskill we value all members of our school community and strive to support all children to enable them to achieve in school. We promote our 'Take Care Values' at every opportunity and celebrate when we see these being actively demonstrated. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of students backgrounds, interests, experience, knowledge and skills, so that all students regardless of individual need, make the best possible progress.

At Ranskill, special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

The SENDCo at Ranskill is Mrs Heald and she can be contacted via the school office 01777 818468 or senco@ranskill.notts.sch.uk

IDENTIFICATION AND ASSESSMENT

Assessment information is used to plan appropriate teaching and learning strategies, including ways to identify students who are falling behind in their learning or who need additional support. The identification of SEND is built into the overall approach of monitoring the progress and development of all students in school. All teachers are responsible and accountable for the progress of students with SEND in their classroom. Identification is based on both formative and summative feedback. This ensures that staff work in collaboration with each other providing opportunities for students to achieve the best possible outcomes.

All of our pupils have a right to equal opportunities in education, irrespective of their social background, ethnic origin, gender, ability or any other characteristic. We recognise that children are individuals with their own learning needs. Experiences to meet those needs, appropriately differentiated, are offered. When providing support that is 'additional to' or 'different from' we engage a graduated response.

SEND AREAS OF NEED

Area of Need	Examples of support provided by school
Communication and Interaction <i>Autistic spectrum Social Communication Speech, language and communication needs.</i>	Support to facilitate effective communication and interaction throughout the day. Formative as well as summative assessments in place to recognise nonacademic areas for development. Identified staffing support to ensure interaction. Identified for small group intervention, eg NELI Targeted support to develop attention and concentration skills. If progress checks show little or no improvement, assessment and advice is requested at a Springboard meeting for support from a specialist teacher. Progress checks show steps of progress, followed up with the most appropriate and effective intervention.
Cognition and Learning <i>Moderate learning difficulties. Specific learning difficulties, including</i>	Modification of the curriculum depending on specific student's needs, most of which is supported by the use of quality first teaching. Use of ICT to reduce barriers. Identified staff to support access to the curriculum. Targeted intervention on 1:1 or small groups. If current attainment tracking shows little or no progress: Assessment and advice by specialist teacher is requested through Springboard.

Social Emotional and Mental Health <i>Social difficulties Mental</i> <i>Health Conditions</i> <i>Emotional Difficulties</i>	Our school has clear sanctions and rewards that are followed to offer our students structure and routine. Our PHSE lead teacher offers regular staff CPD and specific support plans. Use of Boxall where appropriate to identify a plan. Behaviour and learning plans Support and advice from Bassetlaw Primary Behaviour Partnership (BPBP) Support from trained Learning Mentor If tracking shows little or no progress: Assessment and advice by specialist teacher is requested through Springboard.
Sensory Physical Needs <i>Hearing/Visual impairment</i> <i>Multi-sensory impairment</i> <i>Physical disabilities.</i>	Support to develop self-help. Support to develop sensory skills. Emotional regulation. Coping strategies for dealing with different situations. Targeted intervention with appropriate support. Reasonable adjustments to physical environment. Adapted timetable. Teaching assistant/in-class support.

Our Graduated Response:

We aim to identify any needs early to minimise a gap.

Raising a concern

- Meeting the needs of all the children in the school is up to individual teachers and their skills. When a teacher finds that a child is not responding as expected, has stagnant progression or is having increasing difficulties with emotions and well-being, the teacher will seek the advice of the SENDCo and try alternative strategies in the classroom to resolve the problem. If it is decided that something over and above that which is normally available is needed, it is at this point that the parents will be involved.

Take Care Support

- If the teachers and parents agree that interventions that are 'additional to' or 'different from' the school's differentiated curriculum and strategies are needed, this triggers SEND Support, and placement on our school's SENDCo register. This is where the SENDCo shares responsibility in assessing the child's difficulties and for planning the child's SEND provision. This may involve an individual learning plan or other appropriate programme will be drawn up by the class teacher, with support from the SENDCo and will include contributions from the parents and child where possible. Parents will be informed and advised on how they might help at home. Individual Learning Plan or other appropriate programmes are reviewed regularly with the involvement of parents, the child and all staff concerned.

Extra Take Care Support

- If the child continues to make little or no progress in learning and emotional well-being, the school will need to seek help from outside agencies; at Ranskill we have decided to categorise this as Extra Take Care Support. This is where the degree of need is such that the school judges more intensive action with external specialist support is necessary. An Individual Learning Plan, supported by advice from appropriate outside agencies and discussions with the child (as appropriate) and parents, will be drawn up. It is the responsibility of the class teacher to ensure the interventions set out in the Individual Learning Plan or personalised/appropriate learning programme are delivered either by themselves or a member of support staff.

Education, Health and Care Plan (EHCP)

- If, despite all the support and provision from home and school, with the help of external specialists, taking relevant and purposeful action to meet the child's learning difficulties, those difficulties remain or have not been remedied sufficiently a request for an EHCP may be made.
- If the statutory assessment results in a child having an EHCP the governors of the school are legally responsible for ensuring that the specified needs of that child are met.

Special educational provision at Ranskill may include (but not be limited to) any of the following:

- differentiated support by class teacher
- use of particular materials or special equipment
- support in class by additional teacher or other helper, including teaching assistant
- tuition in small group
- individual tuition
- advice and support from outside agencies, such as Speech and Language Therapy, Educational Psychologist
- specific home/school collaboration
- enhanced pastoral support
- A individually tailored learning plan; at Ranskill these are called 'SEN Support Plans' and all children then have "My Learning Profile"
- any other specific provision or adjustment which may be deemed necessary and appropriate.

All children on the SEND register will have review meetings at least three times per year where parents are invited.

RECORD KEEPING

The school will record the steps taken to meet students' individual needs. In addition to the usual school records, the student's SEN records will include:

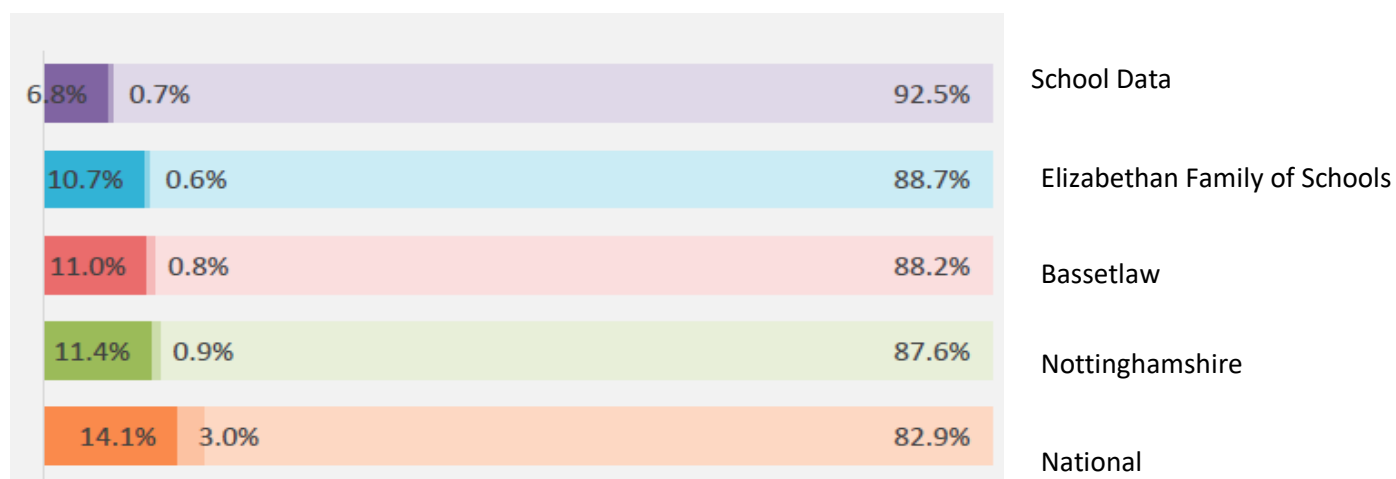
- Parent's aspirations
- Student's voice in their individual pupil profile
- Data and information from relevant assessment tools
- Support Plans and reviews
- Any information and/or reports from other agencies

TRANSITION

Nursery staff offer parent meetings, stay and play and complete an "All About Me" booklet with parents. Prior to starting the Reception Class at Ranskill Primary School all parents are offered a home visit. Parents of children with additional needs are offered an extended appointment. Children with complex needs also have a transition meeting with school, parents and outside agencies. Transition arrangements for secondary are in place for all local feeder schools and each secondary school has their own arrangements. The Elizabethan Academy offer additional school visits for SEND children.

RANSKILL SEND PROFILE NOV 24

11 of the 146 pupils are classified as having SEN, this is 7.5% of our cohort. There are 10 pupils with SEN Support in the cohort (6.8%) and 1 pupil with an EHC plan (0.7%).



Roles and Responsibilities:

The person responsible for managing SEND provision (SENCo) in school is Mrs Jane Heald

SEND Governor: Mrs D Perkins

Designated Lead for Safeguarding: Mrs Joanne Throssell (Head Teacher)

FUNDING

All mainstream schools are provided with resources that they can use to support those with additional needs, including students and young people with SEND. Schools have an amount defined within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P. 2015) At times additional funding will become available to schools via the Family Senco or LA. This is allocated through a bidding system moderated on set criteria based on need.

COMPLAINTS PROCEDURE

If any parent/carers has any concerns regarding the education of their child with SEN they should contact school immediately and make an appointment to see the class teacher, SENCO, or the Head Teacher in line with the school's Standard Complaints Procedure outlined on the school website. All complaints will be dealt with sensitively and with the student's needs and care at the heart of our work.

FURTHER INFORMATION:

Further details on provision for students with SEND can be found in the SEND policy, Accessibility Plan and the Local Offer.