



# THE RAWCLIFFE SCHOOL'S SEND INFORMATION REPORT 2023

RAWCLIFFE PRIMARY SCHOOL  
RAWCLIFFE BRIDGE PRIMARY SCHOOL

**Be Kind. Be Inspired. Be You.**

Our 'school offer' for children with  
Special Educational Needs and Disabilities

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# WHAT IS THE LOCAL OFFER?

Every local authority school has to display their offer of Special Needs Provision and services available for children with disabilities and Special Educational Needs. This is called the 'local offer'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally. The local offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place.

To view the Local Offer for the East Riding click on the image below:



# WHAT DO RAWCLIFFE PRIMARY SCHOOL AND RAWCLIFFE BRIDGE PRIMARY SCHOOL OFFER?

Rawcliffe Bridge Primary School and Rawcliffe Primary School are mainstream schools catering for children from 3 -11 years of age.

At 'The Rawcliffe Schools' we value all members of our school community. We believe everyone is important and deserves the best. Our school is a safe, friendly, creative place to learn where every individual can have fun and shine. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to help children meet these expectations through the removal of barriers to learning and participation.

As a school we strive to be as inclusive as possible and ensure that pupils with SEND engage in activities alongside their peers. The four broad 'areas of need' are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs

**If you wish to speak to us about our SEND offer, please contact:**

**Head Teacher:** Asa Britton

**Special Educational Needs Coordinator:** Rachel Knight

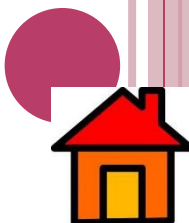
**SEN Governor:** Sam Bate



## IT IS THE AIM OF OUR FEDERATION TO

- Ensure that all pupils have access to a broad and balanced curriculum
- Provide an adapted curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all pupils requiring SEND provision as early as possible in their Federation career
- Ensure that SEND pupils take as full a part as possible in all Federation activities
- Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment
- Ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

The Federation's staff are committed to following the aims of our SEND policy and agree with the statement that 'all staff are teachers of pupils with SEND'. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.



# TYPES OF SEND – THE KINDS OF SEND THAT ARE PROVIDED FOR

- We are experienced in meeting the needs of children with SEND across all areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental health and Sensory and/or Physical.
- We have successfully supported children with Autism, hearing and visual impairments, physical difficulties, social and emotional challenges and cognitive difficulties, as well as with a range of medical conditions. We consider it essential to value the individuality of each child and provide a personalised approach to support them to achieve their full potential.



# HOW DO THE WE KNOW IF CHILDREN NEED EXTRA HELP?

The Federation has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. 'Less than expected progress' will be characterised using the following stipulations:

- Progresses significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where pupils' progress is significantly slower than that of their peers, or fails their previous rate of progress, despite high-quality teaching targeted at a specific area of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

Additional assessments may be carried out to assess specific needs and enable precisely targeted intervention.

Additional assessments may include:

- Dyslexia screening
- Dyscalculia screening
- Boxall profile,
- Fine and Gross motor skills assessments
- Sensory profile,
- Cognitive assessments



# IF I HAVE A CONCERN, WHO CAN I CONTACT FOR FURTHER INFORMATION?

- The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Class Dojo can be used for communication or staff are always available to talk outside of teaching hours once an appointment has been made for a mutually convenient time. In order to arrange a meeting, please telephone the school office on 01405 839249 (RBPS) 01405 839282 (RPS)
- For some matters that you feel are not specifically related to your child's educational progress and experiences, parents are invited to contact the school office and the Senior Leaders will be available to talk to you at an appropriate time.
- The school SENCO is Rachel Knight. If following your initial meeting with the class teacher you still have concerns, please contact the school office who will arrange an appropriate time for you to talk to her.
- If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.





# WHO ARE THE BEST PEOPLE TO TALK TO ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING ?

The **class teacher** should always be your **first port of call**.

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and liaising with the Special Educational Needs Co-ordinator (SENCo)
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND
- Developing constructive relationships with parents
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher

If you think your child might need more specialist support or you have additional worries, you can speak to the SENCO Miss Rachel Knight.



## THE ROLE OF THE SENDCO

- **Working with the Headteacher and Governing Body to determine the strategic development of the SEND policy.**

***Other responsibilities include but are not limited to:***

- Developing, reviewing and overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- To maintain the schools SEND register, pupil records and IBP's.
- Making a contribution to INSET - providing specialist support for teachers and support staff in school, so that they can help children with SEND to achieve the best progress possible.
- Supporting and monitoring the teaching of pupils with SEND.
- Overseeing the progress of SEND pupils through half termly pupil progress meetings.
- Ensuring that you as parents are informed and involved in supporting your child's learning, and reviewing how they are doing.
- Liaising with a range of professionals and external agencies who come into school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychologist.



# WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children.

In-school provision:

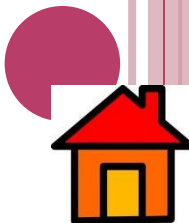
Class teachers are responsible for teaching children with SEND and ensuring that work is differentiated to suit the child's needs.

Learning Assistants with appropriate training will work with and support either individual children or small groups and deliver interventions.

Emotional Literacy Support Assistant (ELSA) with additional appropriate training will work and support individual or small groups to deliver interventions

The school accesses a range of specialist external services including:

- School Nurse
- Speech and Language Therapist
- Educational Psychologists
- Behaviour Support Services
- SAPTS (Sensory and Physical Teaching Services)
- Marshland's Children Centre
- Educational Welfare Officer
- Social services
- Camhs



# WHAT TRAINING ARE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD OR ARE HAVING?

We are committed to developing the knowledge and skills of all staff in order to manage the challenges of the range of needs in school and to ensure that all support is of a high quality. Staff have a wide range of experiences and receive regular training and support from a number of different agencies.

Teachers and Teaching Assistants, at The Rawcliffe School's receive a wide variety of training.

Training accessed by...

All staff (provided internally)

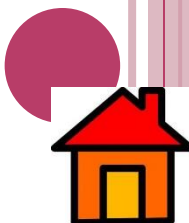
- The new SEN Code of Practice
- Interventions to support children with SEND
- Understanding Dyslexia

All staff (provided by external agencies)

- Understanding Autism
- Understanding anxiety

Different members of staff have received training related to SEND including session on:

- Autism
- Social Communication Difficulties
- Speech and Language Training
- Dyslexia
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- First Aid
- SAPTS Handwriting
- Using Social Stories
- Makaton BSL
- Calm-a-Class



# WHAT TRAINING ARE THE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD OR ARE HAVING?

## Additional Training Accessed by our SENDCo:

- National SENCO Award
- CAF training/ Early help assessment
- SENDCo conference/ Forum
- Co-ordinated Assessments and Education, Health and Care Plans
- TEAM Teach training
- Mental Health First Aid
- Trauma Informed Training

## Additional Training Accessed by our Emotional Literacy Support Assistant:

- ELSA Forums
- CAF training/ Early help assessment
- Bereavement Training
- Mental Health First Aid

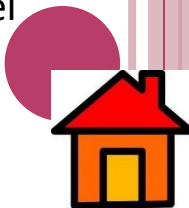


# OUR APPROACH TO TEACHING SEND

At Rawcliffe Primary School and Rawcliffe Bridge Primary School, high-quality inclusive classroom-based teaching and learning strategies are used throughout the school for all pupils. In addition to this, we also offer a range of catch-up interventions and personalised support interventions across all areas of need. In line with shared desired outcomes, support interventions are carefully planned each term. The aims of these interventions are shared with pupils and parents through the child's support plans and review meetings.

Interventions are monitored carefully to ensure that they have the best impact on children's learning. We are experienced at accelerating all children's learning; closing the attainment gap and promoting children's independence. Throughout school, we have a large number of skilled staff who support both individual and groups of children. Although from time to time, children may need a high level of individual support, our aim is always to help children be more independent in lessons. Strategies used for children with SEND are outlined on their One Page Profiles and Pupil Passports. Plans are completed at least termly, where necessary and appropriate in order to ensure that children receive the high level of support they require.

At both schools we ensure that all pupils are equally valued by having equal and active access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. All children are encouraged to fully participate in the life of the school, accessing the curriculum and extra-curricular activities at their own level. We hold personal, social and emotional well-being at the heart of our ethos and are dedicated to supporting and facilitating the behavioural, social and emotional development of all children. We believe that it is important for all children to first feel happy and secure in order to make academic progress.



# WHAT DO WE OFFER FOR DIFFERENT TYPES OF NEED?



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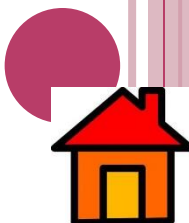
**Class teacher input**, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That a variety of ways of teaching take place, so that your child is fully involved in learning in class. This may involve practical activities or the use of ICT.
- That specific strategies (which may be suggested by the SENCo or outside agencies such as the Educational Psychologist) are in place to support your child to learn.
- Your child's teacher will carefully monitor your child's progress and may identify that your child has a gap or gaps in their understanding/learning and need some extra support to help them make the best possible progress.

**Specific group work, interventions which may be:**

- Run in the classroom or in other small group rooms.
- Run by a teacher or teaching assistant.





# WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE?

## **Support from outside agencies.**

School Support (SS). This means a pupil has been identified by the SENCO/class teacher as requiring extra support in school from a professional outside the school.

This may be from:

- Behaviour Support
- Sensory and Physical Teaching Service
- Education Psychologist (EP)
- Speech and Language Therapist (SALT)
- The Children's Centre

## **What could happen:**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school, and you, to understand your child's particular needs and enable us all to support them more effectively. Specialist professionals work with your child to understand their needs and make recommendations as to the ways your child can be supported



# MY CHILD HAS DIFFICULTIES WITH...

## COMMUNICATION AND INTERACTION

This can include:

- Understanding language
- Using language
- Understanding how to communicate socially with other people
- Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay
- Stammering



# WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- Visual aids to support instructions, key vocabulary, concepts and themes
- Social skills groups
- Language groups
- Referrals to Speech and Language for assessment, advice and in-class modelling, as well as the support of two speech and language therapy assistants for in-class support and intervention groups



# MY CHILD HAS SPECIFIC DIFFICULTIES WITH THEIR LEARNING COGNITION AND LEARNING

This can include difficulties with:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Students may have conditions such as dyslexia
- Students may present with difficulties that do not have a specific title



## WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- Visual aids to support instructions, key vocabulary, concepts and themes
- Focused small group work in the classroom in every lesson
- Access to specialist assessments and advice, including an Educational Psychologist, if deemed necessary, or Dyslexia screening
- Interventions, inside and outside of class, to support specific reading, spelling or number difficulties
- All students have termly targets, to effectively break down learning into smaller steps
- We use a number of interventions across the school to support children when extra support is needed.

These include: Toe by Toe; Nessy; Nessy Numbers; Memory development

Each class has teaching assistant support, which is used creatively to enable all children to flourish. All support is flexible and outcome focused.



# MY CHILD HAS...

## SENSORY AND/OR PHYSICAL NEEDS

This can include additional needs related to:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living

This can include conditions such as cerebral palsy, physical injury and dyspraxia.

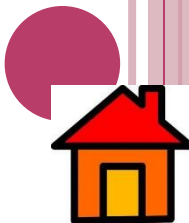


## WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- Trained first-aiders to support individual medical needs including, where required, the emergency administration of medicine
- Support from SAPTS
- An accessible school environment
- Resources which enhances provision for children.

These include: recordable devices; pencil grips; tangle toys; colour overlays for reading; writing slope; wedge cushions; special pencils, pens and rulers; a range of specialist scissors

Where possible, we work closely with outside agencies and we are open to developing our facilities and resource bank following recommendations made, wherever it is feasible.



“Good support is put in place to help pupils (with SEND) keep up with the ambitious pace set for them and the suitably challenging curriculum.” Ofsted 2020 Rawcliffe



“Teachers quickly identify and support pupils with special educational needs and/or disabilities (SEND). Leaders work closely with a range of professionals to meet the needs of pupils well. Pupils with specific needs receive skilful and effective support. The school is inclusive. Leaders ensure that pupils with SEND have the same opportunities as their peers. “  
OFSTED 2023 Rawcliffe Bridge





# MY CHILD HAS BEHAVIOUR, SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

This includes short-term and long-term needs, that can be related to:

- Forming and maintaining relationships, including attachment difficulties
- Bereavement or trauma
- Controlling or power-seeking behaviours
- Self-esteem
- High levels of anxiety or stress

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. There are strategies and interventions used across the school to support emotional and social development including an Emotional Literacy Support Assistants (ELSAs) who works across our two schools.



## WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- A teaching assistant who is ELSA (Emotional Literacy Support Assistant) trained. She works with individuals on activities tailored to suit their emotional needs.
- Whole school policy for behaviour management
- Anti-bullying policy
- Intervention groups, focusing on behaviour, positive thinking, social skills, self esteem, stress and anger management
- Counselling & mentoring
- Individual behaviour plans and safe handling plans
- Outside agency support, including Educational Psychologists, Behaviour Support and CAMHS
- Personal Education Plans for Looked After children
- A school dedicated to meeting the needs of students whose main need is SEMH, with experienced, dedicated staff and an adapted curriculum
- Preparing for Adult support



## WHAT HAPPENS IF MY CHILD HAS A MEDICAL NEED?

- For children with medical needs, we use Health Care plans.
- As part of this, children's needs are identified and necessary intervention and support is planned in.
- It is common for parents of children with significant medical needs to meet with the class teacher and SENCO when their child moves to a new year group, when preparing transition arrangements for a new school
- Parents, SENCO and teacher to meet with external agencies when putting together and making changes to a child's plan.
- We use medical professionals to provide staff training on specific medical needs.



# ASSESSING THE IMPACT OF INTERVENTIONS

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by the child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. Reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high-quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent.



# HOW WILL I KNOW HOW MY CHILD IS DOING?

At 'The Rawcliffe Schools', Termly Support Plans, Child-friendly Pupil Passports and One Page Profiles are used for children with SEN in order to plan and summarise the support that has been provided for a child over a period of time.



## MY ONE PAGE PROFILE

Name:	
Date of Birth:	
School/College/Educated at Home:	

What people like about me and what I can do well...

--

What is important to me now and in the future...

--

How best to support me...

--

Every child with an identified special educational need works with a member of staff to create a 'one page profile', The One Page Profile highlights individual strengths and achievements as well as noting how the child feels they can be best supported.

Children also contribute to their own pupil passport and comment on how they feel the interventions have gone.

Each child with SEN has a file which will follow the child as they move on through school and details additional work and interventions that the child has been part of throughout their school life. Pupil files contain notes on strategies which may not have been successful as well as noting the difference particular support has made to the child's learning. Evidence of progress made towards targets is logged here to support the review process.



# HOW WILL I KNOW HOW MY CHILD IS DOING?

Children identified as having a Special Educational Need, have a 'termly support plan' meeting. Support Plans are reviewed termly in collaboration between children, class teachers, teaching assistants, parents and the SENCO.

If there are outside agencies involved in supporting your child's educational progress then they are invited to attend or provide written feedback.

A key element of the meeting is evaluating the progress made and how effective the provision has been to enable this. These may also be reviewed in interim periods if necessary and relevant to ensure the best outcomes for the child.

Children are encouraged to contribute to Termly Support Plan meetings and Annual Reviews. The contribution will vary according to the age and abilities of the child. It may include attending the meetings in person, discussing progress and next steps on their Passport with a trusted adult who can then share these on behalf of the child and / or the use of pictures, made with the child. This is an area that we are keen to develop further over the next year and forms part of the SEND development plan.

For children with an EHCP, annual reviews are held following a holistic approach and involving the child, parents, school staff and any relevant external agencies as well as the provision detailed on the previous page.

For some children, regular communication takes place on a daily or weekly basis through contact with the class teacher or teaching assistant before or after school.



# HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

- Your child's progress will be continually monitored by his/her class teacher, who always knows what each child in his/her class has achieved and what needs to be further developed.
- His/her progress will be reviewed formally during 'Pupil Progress Meetings' and/or Class SEND reviews with the SENCO.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Prior to these, when appropriate, additional time and/or alterations will be sought.
- Wherever possible, assessments are completed prior to an intervention and repeated following an intervention: this is so that the success can be monitored and adaptations made as necessary. You will be informed if your child is participating in an intervention during a 'Termly Support Plan' meeting.
- For children with Cognition and Learning difficulties some of the assessments may include: Lucid Recall assessment during the Autumn term as a baseline; Toe by Toe reading age test and Nessy.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.



# ADMISSIONS

All our children are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all the children.

## INCLUSION OUTSIDE THE CLASSROOM

- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Before school provision is available to all children, including those with SEND.
- All visits are risk assessed taking SEND needs into account.
- We believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has specific requirements for extra-curricular activities.
- For further information about how we take steps to prevent disabled pupils from being treated less favourably than other pupils and increase the extent to which disabled pupils can participate in the curriculum, please see our 'Equality Policy and Accessibility Plan'. This is available to view on the policies page of our website.





# TRANSITION

## Arrangements for Supporting Children in Moving Between Phases of Education

Transition is a part of life for all learners, whether that involves moving to a new class or to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible. At 'The Rawcliffe Schools' we are experienced in understanding and dealing with the implications of transition. Any transition process is started early, with a view to making it as smooth as possible for children. We involve and liaise with outside agencies, children and parents to hold transition meetings to ensure that a child's SEND provision is appropriate and consistent if joining mid-way through an academic year. Planning for the transition to Secondary School will take place in the Autumn term according to individual need. Annual review meetings are also held to review progress towards targets and next steps. Staff may work with colleagues from other schools (in and out of the area) to facilitate a smooth transition for pupils.

### IF YOUR CHILD IS JOINING US FROM ANOTHER SCHOOL:

The SENDCo will meet with the previous setting, pre-schools/nurseries and the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them and help them understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.



# COMPLAINT PROCEDURE

- If you are concerned or are not satisfied with the provision that is being made to support your child with their SEND needs, in the first instance, you should share your concerns with the class teacher. Often concerns can be speedily resolved in this manner. If you do not feel able to take up the issue with your child's class teacher or require further support, please contact the SENDCo who can work with the class teacher to resolve the concern.
- Having worked with the class teacher and SENDCo, if you do not feel that the matter has been dealt with in a satisfactory manner, please get in touch with the head teacher who will work with staff to address your concerns.
- Once you have been through these steps, if you feel that your complaint has not been resolved, please contact the chair of governors, in writing, in order to make a formal complaint.
- At any point in this process, you can contact the SENDIASS team for support. They are an independent service which offers impartial, confidential information, advice and support for parents and carers of children with special educational needs or disabilities.

