



Working together to be the best that we can be

# Russells Hall Primary School

## **SEND Information Report 2024**

in accordance with section 65(3) of the Children and Families Act 2014

### **1. What kind of special educational needs provision is accessible for children at Russells Hall?**

- At Russells Hall we strive to achieve excellence through success in academic, creative, physical and social activities, in a stimulating environment which encourages personal independence and mutual respect.
- At Russells Hall we do our best to ensure that necessary provision is made for all pupils including those with SEND and those needs are made clear to all who are like to teach him/her. The school does its best to ensure that all teachers are able to identify and provide for SEND pupils.

### **2. How do we identify children who may have SEN needs?**

- Staff members seek to identify the needs of children with SEND as early as possible.
- At Russells Hall we also follow the guidance of our document RHPS Provision Plan along with Identifying needs. These documents together outline the graduated approach to teaching children and identifying special educational needs and the process of addressing these needs.
- In order to make academic progress we first need to know our children well. Our children are all unique and by understanding their individual needs this will help us to support them moving forward by embracing and harness their strengths and identify barriers to learning. Within the document it outlines the 4 main categories of need, identifies things children find difficult, suggests reasonable adjustments, toolkits to assess need, agency advice and what to do next.
- We monitor progress of all children. The SENCO monitors the progress of SEND pupils in conjunction with the teacher and SLT. Careful monitoring and regular reviews are to

ensure that individual targets are met and pupils' needs are catered for. Pupil progress of SEND pupils is tracked specifically by the SENCO and interventions/support programs are then implemented and monitored to ensure that the child makes accelerated progress. Within our termly cohort meetings data for specific groups is looked at and next steps planned for, this includes the SEND group.

### **3. What provision is made for children with SEN; with and without an EHC Plan-in respect of:**

#### **a) How is the intervention/support monitored as to its effectiveness?**

- Those children identified as benefiting from intervention/support are monitored against the progress they are making.
- Half termly pupil progress meetings enable the SENCO to monitor the progress that SEND pupils have made and plan next steps. The SENCO liaises closely with the teacher and teaching assistants involved with the child.
- If an outside agency is involved they monitor the child and inform the SENCO, the child and parents of progress made towards targets set over a planned period of time.

#### **b) What are the school's arrangements for assessing and reviewing progress of children with SEN?**

- Each child on the SEND register is identified on CPOMS where their SEND documents, record of meetings, correspondence (letters, emails, phone calls) is recorded. There is also a paper file in the SENCO's office but most of the documentation is electronic so is added to the CPOMS file. In the classroom they have an orange book where assessments are kept and targets are added. A record of work towards these targets is kept in the orange book – it may be in the form of photos, work or a sticky note observation. At the end of each term the children look through their book and reflect with an adult. All orange books are monitored through the term and at the end of each term the SENCO adds a 'round up' note to their CPOMS file. Children with an EHCP have a green passport file in class, SEND children are included in a red class passport.
- The SENCO will provide the class teacher with any relevant documentation from outside agencies which will enable them to provide for the individual needs of the child.

#### **c) What is the schools approach to teaching children with SEN?**

- At Russells Hall we do our best to ensure that necessary provision is made for all pupils including those with SEND and those needs are made clear to all who are likely to teach him/her.
- The provision might include differentiation, small group work, through 1 to1 teaching or planned interventions.

- Where possible children are taught with their peers in a mainstream classroom. When this provision is not possible the SENCO will consult with parents and other arrangements will be made and monitored.
- We have a Nurture provision, called Serenity – see separate policy.

#### **d) How does the school adapt the curriculum and learning environment for children with SEN?**

The curriculum and teaching styles are adapted to meet the needs of the individual child. At Russells Hall we take reasonable steps to modify/adapt the learning environment to meet the individual needs of children. The staff that work with all children work as a team to provide the necessary curriculum and learning environment.

See ACCESSIBILITY PLAN for more details about how we support pupils with a disability.

#### **e) What additional support is available for children with SEN?**

At Russells Hall we have three HLTAs and nineteen teaching assistants who support children with SEND throughout school.

- The teaching assistants work under the guidance of the SENCO and teaching staff and provide various interventions/support that meet the individual needs of the children.
- Children who may require higher levels of support have access to appropriately trained support staff. Our teaching assistants are trained in a range of specialist provisions. See SEND policy for more details.

#### **f) What support is available for ensuring the emotional and social development of pupils with SEN?**

At Russells Hall we are inclusive and aim to provide opportunities for all its pupils including those with SEND to:

- Follow a broad and balanced relevant curriculum (giving additional help to those who need it).
- Reach their full potential, recognising strengths as well as weaknesses.
- Participate as fully as possible in all school activities.
- Meet physical, emotional and intellectual needs.
- Offer equal opportunities.
- All children are encouraged to join extra curricular activities and children with SEND are supported when needed.

#### **4. Who is the named SEN contact?**

The person responsible for overseeing and co-coordinating day to day provision of education for pupils with SEND is Mrs Caroline Tams. Mrs Tams completed the SENCO Accredited Training course at Birmingham University 2010 – 2011 with Masters Level 60 credits. You can contact Mrs Tams on the school telephone number.

## **5. What specific expertise is available to children with SEN?**

The SENCO keeps up-to-date with new developments in SEND by

- Reading relevant literature
- Subscription to SEND journals
- Regular access to SEND websites
- Attendance at Dudley Short courses
- Informal advice from external agencies
- Through conversations with other Dudley SENCOs - networking
- Attending Dudley SENCO forum
- Accredited training.

New information is shared with all staff at staff meetings and INSET training days.

Mrs Tams is an accredited Reading Recovery Teacher and is trained in MAPA.

Many of our teaching assistants have attended specialist courses these include; a range of Speech and Language therapy courses, Safer Handling, lego therapy & precision teaching delivered by EPE, supporting children with ASD & SEND training for behaviour delivered by Garry

Dean, WELLCOMM training, communication friendly environment support through ECHO team, Sycamore outreach support, school nursing team training on asthma, epipen, anaphylaxis, diabetes training.

## **6. What specialist equipment and facilities are there for children with SEN?**

The funding allocated for SEND is used on a range of things; outside agency support, teaching assistants, training for staff and specific resources for the children.

The types of resource available include pencil grips, coloured reading overlays, writing slope boards, games and activities, sensory equipment, soft play/sensory area, mats for Get Moving.

## **7. What arrangements are there for consulting and involving parents of children with SEN?**

Russells Hall is proud of its relationship with all parents and will continue to offer an 'open door' policy to ensure close and early contact with those parents whose child has SEN. Parents will be

- Encouraged to discuss any concern or worries with the class teacher, SENCO, Head or member of the SLT.

- To be kept informed of any special help that is being provided and to have knowledge of their child's entitlement within the SEN framework.
- Invited to attend and contribute to review meetings about their child in the knowledge that they have been given access to information.
- Attend termly parents evening with the class teacher.

### **8. What are the arrangements for consulting children with SEN about, and involving them, in their education?**

At Russells Hall all children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Pupil progress discussions are held every term. Outside agency review meetings provide the child and parents with information about the next steps.

### **9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

If a parent has a concern or complaint regarding the provision their child is receiving they can make an appointment to see the Head Teacher or Deputy Head Teacher, who will be able to advise on formal procedures for complaint. Or see complaints procedure on the website.

### **10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?**

Outside agencies/support services act in an advisory capacity, they provide additional specialist assessment and can be involved in teaching the pupil directly.

At Russells Hall targets are produced with the help of external specialists and the strategies are implemented in the normal classroom setting where appropriate.

To meet the individual needs of a child at Russells Hall we work with and seek advice from an Educational Psychologist, the Dudley learning support service, speech and language therapists, CIPS, Sendiass, counselling service, the occupation therapy service and health care colleagues including the school nurse to support the child's academic and social progress. More recently we have used the following agencies as well; Inclusive Pathways, Sycamore outreach, Reflexions, ECHO team.

### **11. What are the contact details of support services for the parents of children with SEN?**

- Learning Support Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Autism Outreach Team NOW CIPS
- Sycamore Outreach Support NOW BEHAVIOUR SUPPORT
- Cherry Tree Learning Centre
- Parent Partnership NOW SENDIASS
- Counselling service
- Looked After Children Education Service
- Social Services
- Occupational Therapy Service
- Physical and Sensory Support Service
- Behaviour Support Services
- Education Welfare Service
- Health care professionals including school nurse and CAMHS

Contact Mrs Tams SENCO at school if you require further details about the support services above.

## **12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?**

- All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.
- Teachers share information about all children year to year as they move through school. The SENCO shares information about SEND children with the new teacher to ensure they know what needs the child has and the appropriate ways to support that child.
- Each child on the SEND register (and other children who we feel it is appropriate and helpful) complete an adult voice and child voice transition sheets which are shared with the new class teacher.
- We try to move teaching assistants with children through the school, where appropriate, to provide continuity.
- Links are made with the local secondary schools in the term before they leave and information shared.
- If a child leaves Russells Hall the SENCO contacts the new school to provide information about the child and when appropriate sends them information e.g. up to date assessment monitoring details.

### **13. Where is the Local Authorities Local Offer published?**

The SEND Dudley Local Offer is a resource which is designed to support children and young people with SEND and their families.

[Dudley Local Offer | Dudley Council](#)