



The Rookeries J, I & N School

Special Educational Needs Offer

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| School type: | Primary Academy |
| Specialist provision on site: | Provision for deaf and hearing impaired children |



At the Rookeries we recognise that all pupils learn at different rates and that there are many factors that influence achievement and attainment.

Many pupils, at some time in their school career, may experience difficulties which pose barriers to learning; these may be long or short term. As part of our inclusive ethos, we work in partnership with children, parents and other agencies to provide the best possible educational outcomes and effective learning opportunities for all children, based on their individual needs.

| <u>Who can I contact in school for advice on SEND or Pastoral Care?</u> | |
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| SENCo: | Miss D Marsh |
| Learning Mentor: | Mr G Plunkett |
| Headteacher: | Mr D Dunn |
| Assistant Head: | Miss D Marsh |
| Associate Assistant Head | Miss L Hay |
| 01977 600368 | admin@therookeries.patrust.org.uk |

| <u>How does The Rookeries support SEND?</u> | |
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| How does the school know if children need extra help? | <p>The attainment, progress and wellbeing of the children are reviewed every half term. The decision to proceed with extra support for children is based on a variety of factors;</p> <ul style="list-style-type: none"> • Liaison with SENCo, class teachers and SLT • Observations by class teachers and other members of staff • Assessments • Pupil progress tracking • Conversations with staff • Parental concerns • Identification through external agencies (Social services, Health care) |
| How will school support my child? Who will oversee, plan, work with my child and how often? | <ul style="list-style-type: none"> • The class teacher will oversee, plan and work with children with SEND within their class to ensure progress is made within every area. • The SENCo works closely with class teachers and the SLT to oversee the support and progress of every child. • Learning Support Assistants may work with your child in class, as part of a group, or individually where appropriate. |
| How do school decide what support is needed? | <ul style="list-style-type: none"> • With your consultation and involvement your child will be given a One Page Profile and Progress Report. This is our way of setting and reviewing targets to help your child progress. If targets are continually not met, we may invite you in to discuss starting a 'My Support Plan'. • It maybe decided that external support and guidance is required form outside agencies. These will be consulted through the 'My Support Plan' with your involvement. |



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| | <ul style="list-style-type: none"> • In instances where little impact is made, despite all possible interventions and support, it may be required to proceed to an EHC (Education, Health and Care) plan. • The progress of children with an EHCP is formally reviewed annually. |
| <p>Who will discuss this with me?</p> | <ul style="list-style-type: none"> • You will be invited to review your child's One Page Profile and Progress Report termly with the class teacher and will have opportunities to discuss further at Parent's evenings. • The Class teacher and SENCo is always available to discuss support in more detail. |
| <p>How are school's resources allocated to children's needs?</p> | <ul style="list-style-type: none"> • If your child has a statement of SEND or an EHC plan their provision and support is covered by the funding received through their statement. • The school receives a small budget to cover expenses such as support from external agencies and investments in appropriate training and intervention provision. • Where appropriate, specialist equipment may be recommended through outside agencies. This will be discussed with the SENCo and Head Teacher before being purchased. |
| <p>How are the staff in school helped to work with children who have an SEND and what training do they have?</p> | <p>The school works together to meet the needs of all staff supporting children with SEND through regular training opportunities and keeping up to date with relevant practices.</p> <p>A wide variety of supportive interventions are offered throughout school. These include;</p> <ul style="list-style-type: none"> • Reading and phonics support • Handwriting • Fine / Gross motor skills • Social skills • Emotional support • Pastoral support • Educational Welfare Officer • More able / Gifted and Talented working groups • Dyslexia support • Speech and Language • SPLD (Specific Learning Difficulty) • Choices |
| <p>What specialist services and expertise are accessed by the school?</p> | <p>We work closely in partnership with a variety of external agencies. These include;</p> <ul style="list-style-type: none"> • Communication, Interaction and Access Team (CIAT) • Learning Support Service (LSS) • Educational Psychologist (EP) • Speech and Language Support (SLT) • Visual/ Hearing impairment support (SENS) • The school nurse • Occupational Therapy (OT) • Children and Adult Mental Health (CAMHS) • Physio therapy • SENART • Early Help Hub <p>Parents are consulted before a child is referred to an outside service.</p> |



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| <p>What support is there for a child's overall wellbeing?</p> | <p>All staff within school share a responsibility for the welfare and safety of all children.</p> <ul style="list-style-type: none">• Safeguarding and protection policies and procedures are in place with designated safeguarding officers (Miss D Marsh, Mr D Dunn, Mr G Plunkett, Miss A Sutcliffe, Miss L Hay)• Health and safety and anti-bullying policies are displayed on our website and followed by all staff.• ELSA's (Emotional Literacy Support Assistants) are available in school for immediate responses to children as well as working on planned sessions.• Attendance levels are monitored closely by our Learning Mentor and Assistant Heads. |
| <p>How accessible is the school environment?</p> | <ul style="list-style-type: none">• The school building and outside classrooms are wheelchair accessible.• Disabled parking is available in the staff car park.• The main school building has appropriate disabled changing and toilet facilities including of hoisting• The deaf resource building is wheelchair friendly with appropriate disabled changing inclusive of mobile hoist.• There is a ramp to the reception and outside classroom doors.• The school has accessible evacuation procedures.• There are Radio aids in use throughout school to provide access for deaf and hearing-impaired children• Across school signs are aligned with BSL to support deaf accessibility |
| <p>How will school prepare and support my child during transition periods?</p> | <p>We understand the preparation that needs to go into every new transition; moving up a year group, changing Key Stage or moving schools.</p> <ul style="list-style-type: none">• With new arrivals we liaise with a previous school in order to prepare the support needed.• Home visits are in place for new starters.• Extra transition days are organised for class to class movement.• Year 6 transition is discussed between class teachers and SENCo's and children attend various transition days. |
| <p>Who can I contact for further information?</p> | <p>To seek support or discuss your child's need further please make an appointment to see:</p> <ul style="list-style-type: none">• Your class teacher• The SENCo. Miss D Marsh• Lead teacher of the deaf: Miss A Sutcliffe.• Learning Mentor: Mr G Plunkett• The Assistant Heads: Miss D Marsh Miss L Hay• The Headteacher: Mr D Dunn |



| Questions from children | |
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| How does the school know if I need extra help? | Every day we look at your work and see if you need help in the next lesson. Every week in Maths and writing we ask you to complete a test or longer task; we use this information to plan for you in the next week. Every ½ term we give you a little test to see how you are getting on. If you are not making the progress we would expect from you we may decide you need extra help. |
| What should I do if I think I need extra help? | You can speak to your class teacher or our school learning mentor every day. We also make sure that every ½ term you have the opportunity to review your targets with your class teacher and you can tell your teacher you need additional help. |
| How will my work be organised to meet my individual needs/ | Sometimes your work will be adjusted to help you work independently for example we might need to give you a laptop so that you can write without adult support. This will depend on your individual needs. |
| How will I be involved in planning for my needs and who will explain it and help me? | Every ½ term you have the opportunity to review your targets with your class teacher and you can tell your teacher what you want to achieve and how we can help you. |
| Who will tell me what I can do to help myself and be more independent? | Your class teacher, your family, other adults who help in school. |
| What should I do if I am worried about something? | You can speak to your class teacher or our school learning mentor or SENCo. |
| How will I know if I'm doing as well as I should? | Your class teacher may speak to you every day and ask you to self-assess and respond to feedback you get (sometimes this is verbal, sometimes it is written next to your work). You will have individual targets that are regularly reviewed. |
| How can I get help if I am worried about things other than my course? | We have a learning mentor in school who is there to help you with any additional worries. |
| Are there staff in the school who have had specialist training? | Yes, we have many additional staff and we make sure they receive regular training. |
| Can school staff get extra help from external experts if they need to? | We have lots of different people come to school to support staff; this is planned at a termly planning meeting with the Local Authority Educational Psychology service, Learning support service (WISSENDSS), the Communication and Interaction Team (CIAT) and SENSS team (HI & VI) Physical Disabilities team. |