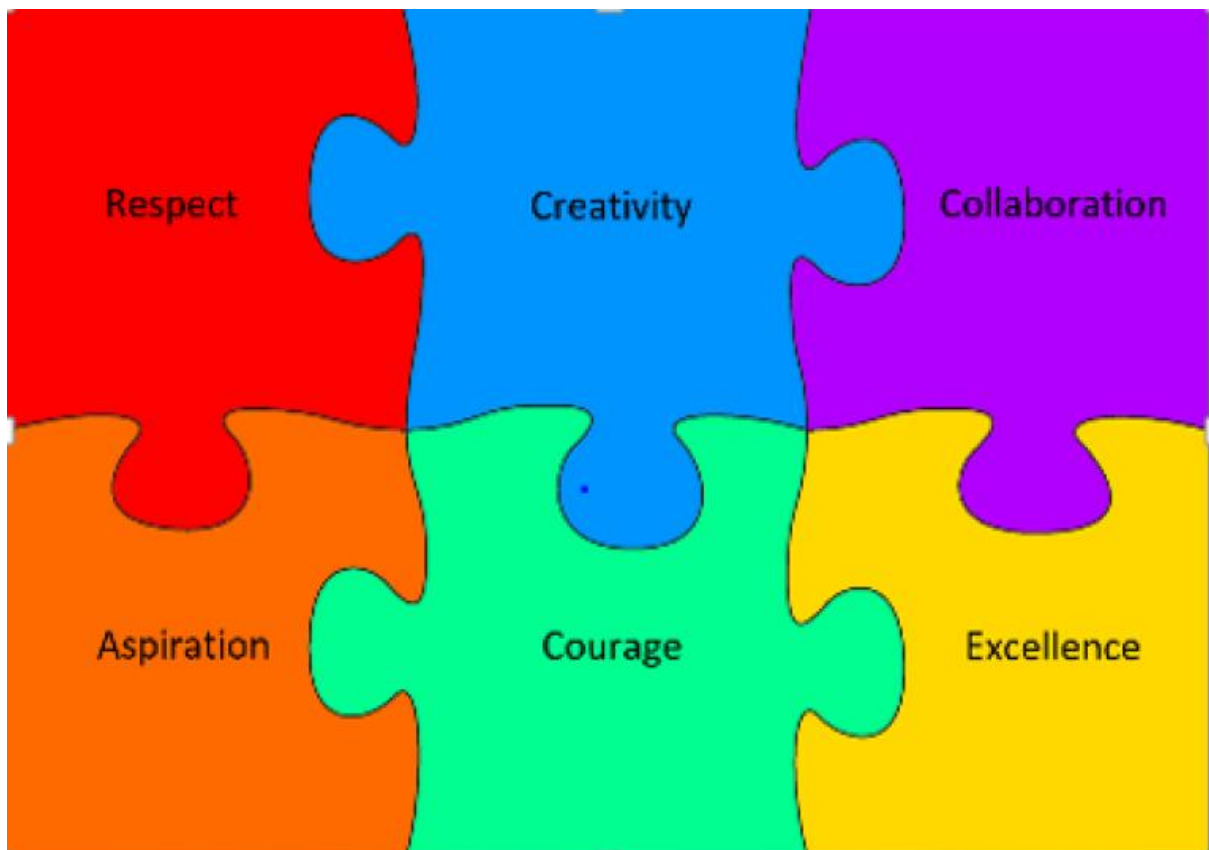


**Randlay Primary School
and Nursery**

SEN Information Report

2024/2025



An SEN information report will be updated annually to reflect changes and plans within the school. The report states the current provision within Randlay Primary school.

How do I contact the school regarding SEN?

Name and contact details of SEN co-ordinator in school

Mrs. K. White Randlay Primary School TF3 2LR (01952386986)

School Governors for SEN

Mrs. Laura McCarthy

What kinds of special educational needs does Randlay Primary school provide for?

The school is a primary school for pupils aged 4-11, with an attached 48 place nursery. We offer a broad and creative curriculum that is exciting and engaging and pride ourselves on the inclusive nature of our mainstream offer that is accessible to every child. The SEN Inclusion Policy outlines the way the school meets the needs of pupils who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties or problems concerning social or emotional development. We also collaborate with other local education providers to explore how different needs can be met effectively. We respond to the needs of the children on roll at any one time, ensuring that we are able to fully support them using the best strategies. All schools have duties under the Equality Act 2010 towards individual disabled children and young people. As a school we must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions.

How does Randlay Primary school identify and assess pupils with special educational needs?

The school adopts a graduated response to meeting special educational needs in line with the Code of Practice. The SENDCO works closely with the school's Assessment Co-ordinator, using whole school tracking data as an early indicator. We use a number of additional indicators of special educational needs.

- Tracking individual progress over time.
- Information from previous schools/settings on transfer.
- Use of the local authority SEN criteria.
- Following up parental concerns.
- Information from other services.

If a child is not making expected progress despite high-quality teaching the class teacher will consult with the SENDCO and parents to decide if additional provision is necessary.

At this point the SENDCO will be involved in discussion with the class teacher and advise on a Provision Map to be put in place. This will be written by the class teacher in consultation with the pupil, parents/carers, and SENDCO. The class teacher will be responsible for delivering and monitoring appropriate interventions, including the timetabling of additional provisions.

The Provision Map will be reviewed termly, or sooner if required, and the impact of interventions recorded. Pupils and parents/carers are encouraged to be involved in this process.

If there is evidence that the pupil is making insufficient progress despite support and intervention, we may seek further advice from outside professionals. Parental consent is sought before any involvement with external agencies. As a result of this support the child's Provision Map will incorporate advice from external professionals such as, Learning Support Advisory Teacher (LSAT), Speech and Language Therapist or Occupational Therapist.

What expertise and training do staff at Randlay Primary school have in relation to children with special educational needs?

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. All staff and Governors are encouraged to attend all relevant INSET. In addition, teaching staff and TA's are encouraged and supported to attend training sessions relating to their specific roles within school. The SENDCO plays an important role in advising and contributing to the professional development of teachers and staff. There are regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or to ensure staff are kept up to date with information and legislation. There is an induction procedure for ECT's and new staff into the school's policy and procedures for SEND.

External training is provided through courses offered by Telford and Wrekin authority which all staff have the opportunity to attend. All teaching staff this year have received training in how to meet the requirements of the Code of Practice through encouraging parent/carer and pupil voice. This academic year will be the seventh year we have taken part in the Future in Mind training that is offered through the Severn Teaching Alliance, this training supports us in meeting the emotional health and well-being needs of pupils. This academic year our school is working towards the Bronze accreditation of ARC (Attachment and Research Community). As part of this all staff have received training in Attachment and Trauma Informed Practice. Speech and Language training has been given to TA's who support pupils with Speech and Language Care Plans. We have two ELSA trained TA's who have regular training and supervision to support them in their role. We are now in the second year of delivering the Literacy Pathway and have trained TA's in both lower and upper Key Stage Two to deliver this intervention. Our EYFS and Key Stage One staff have all received the AET (Autism Education Trust) EY Good Autism Training.

How does Randlay Primary school teach pupils with special educational needs and how is it evaluated?

Children with additional needs at our school will follow the main curriculum offer wherever possible. Adaptions may be made to accommodate individual needs, but participation in the life of the classroom is central to the provision that we make.

Teachers plan daily lessons to meet the needs of all pupils in their classes, teachers also plan additional provision for small groups that may work with the support of a teacher or teaching assistant. Children with an EHCP may receive 1:1 support from an allocated TA for part of the day but we encourage pupils to work in groups where possible.

The class teacher will facilitate access to learning through the appropriate adaption of tasks and activities and also through the provision of specialist equipment or modified resources where necessary. Our teaching is supported through tailored support strategies and programmes, for example, devised by Speech and Language therapist.

In addition to this several intervention programmes run which pupils may access at different points in the school day. These can be individual or small group and may be with pupils from other classes.

Provision is planned and evaluated through the use of provision maps that track and monitor the progress of pupils and the impact of provision against targets set by the class teacher and any other agencies involved with the child.

We regularly review and evaluate the breadth and impact of the support we offer or can access.

This academic year we have received additional funding from the Telford and Wrekin Fair Share Fund which has allowed us to further enhance our offer to pupils in receipt of an EHCP through small group teaching in our Sunshine Room.

We have also been successful in our application for Outreach Support to train staff to deliver programmes to support pupils with complex needs in school.

How does Randlay Primary school adapt the learning environment for pupils with special educational needs?

All areas of school comply with The Special Educational Needs and Disability Act 2001. Appropriate modifications have been made to the environment so that all pupils are able to access all areas of school.

In addition to the usual resources we have in class, there are some specialised resources that may be used to support a pupil who may be experiencing difficulties. We work closely with other professionals to provide equipment to support children with additional needs. Our SEND Policy and Accessibility Plan are available to view on our website.

We work closely with the Sensory Inclusion Service who audit the school environment for those pupils who have sensory needs.

How are parents/carers consulted and involved in their child's education at Randlay primary school?

We endeavour to involve parents in all aspects of their child's education. All parents and families are welcome to visit the school prior to their child starting. We operate an 'open door' policy welcoming parents to discuss any concerns or problems they may have at the end of the school day. Sometimes, if necessary, an appointment may need to be made to discuss problems in more detail, these can be arranged through the school office. Pupils have Reading and Homework diaries that parents are encouraged to add comments to. Termly parent/carer meetings are held through the school year where pupil progress is discussed with the class teacher. All parents of pupil's with SEN are offered three parent consultations through the year run on an appointment system. This is an ideal

opportunity to raise any concerns you or the class teacher may have about your child's development. We encourage parents to contribute to their child's Provision map on a termly basis.

There are six parent representatives on our school governing body.

Our SEND Coffee mornings have continued for the second year, partnering with SENDIASS, EP services, LSAT, Telford Children's Autism hub and our SEND Governor.

What facilities are there for supporting parents of pupils with SEN?

The Information Advice and Support Service (IASS) provides impartial advice, support and information. The service provides opportunities to talk through any concerns you have and to help you prepare for discussions in addition to attending meetings and visiting schools with you if you wish.

Contact details are:

Telephone: 01952 457176

Email: info@iass.org.uk

Website: www.telfordsendiass.org.uk

How are pupils consulted and involved in their education at Randlay Primary school?

All pupils in our school are treated with dignity and respect. Children with additional needs receive a personalised learning offer through their provision map to enable them to experience success throughout their school life. Pupils are encouraged to contribute their views to their provision map throughout the academic year. The Annual Review process of EHC plans includes the views of pupils.

How does Randlay Primary school support pupils with special educational needs transferring between phases of education?

The school offers an induction programme for children entering nursery and school to make the transition as smooth as possible. Home visits are made to pupils in the term before they start nursery to meet children in the home setting. There is opportunity during this visit to discuss any concerns about your child's development. We liaise closely with other settings in the area and can offer shared placements where necessary.

For children starting full time Foundation we offer a setting visit in the term before the child starts with us. At this time parents are also invited to attend meetings about matters relating to starting school. Pupils attend for a transition afternoon before starting with us in September.

For children moving from Full time Foundation to Key Stage One a transition session is arranged in the summer term. Before transfer to Key Stage Two all pupils meet with their new class teacher for an afternoon. All children in school complete the Jigsaw topic on Changes to prepare them for the new academic year. Where children with an EHP have worked with a dedicated teaching assistant this member of staff will move with the child for a settling in period. We also provide transition 'Social Stories' for those pupils who find change more challenging.

In the summer term teaching staff have transition meetings to discuss their class with the previous class teacher and SENDCO to ensure that the new teacher understands all of the child's learning needs.

In Year 5 pupils attend the local secondary school, Telford Park, for a secondary "experience" day. As pupils reach Year 6 Secondary school transition days are attended by pupils. Year 7 teachers from our feeder secondary schools come into school to meet with the pupils and to have discussions with their current class teacher.

How does the governing body involve others-including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Randlay Primary and in supporting their parents?

Support for children with SEND is co-ordinated by the SENDCO and is responsive to the needs of the child.

Class teachers are responsible for the planning of learning and progress of the children in their class. Specific provision and targets are recorded on the pupils provision map, co-ordinated by class teachers and overseen by the SENDCO. These are used additionally by key support staff for interventions and updated using assessment information from everyone involved with the child.

Professionals from other agencies involved with the pupil set targets that are addressed in the provision map. They work with class teachers and teaching assistants who run interventions and support children in one to one and small group situations to ensure that provision is relevant to the pupil's needs.

School has trained lead professionals who are able to carry out Early Help Assessments to access further support from health care professionals and social services.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to SEN provision made by Randlay Primary school?

The process for all complaints is made available through the school handbook which is updated each year. The complaints procedure is also available on the website.

Where is the information on the Telford and Wrekin's Local offer published?

There is further detail on our website of our own School Offer for SEND and this links to the Local Offer on the Family Connect pages on the Telford and Wrekin website www.telford.gov.uk

The SEND (Special Educational needs and Disabilities) Code of practice published by the Department for Education in 2015 divides special educational needs and disabilities across four areas: Communication and interaction, social emotional and mental health, cognition and learning and sensory or physical needs.

In the past year, we have achieved the following:

Communication and Interaction

- Talk Boost Intervention used in school to support pupils throughout school.
- Worked with the local authority's Speech and Language team to provide support for children within school.
- Staff training (8 staff members) on specific support for communication- e.g. Intensive Interaction and Makaton Level 1.

Cognition and Learning

- The Local Authority's LSAT (Learning Support Advisory Teacher) has supported staff to discuss improving ongoing classroom provision to meet children's needs.
- The Local Authority's LSAT has assessed the cognitive ability of children whose progress has been a cause for concern.

- One additional member of staff has been trained to deliver the Literacy pathway.

Social, Emotional and Mental Health

- The Lead Mental Health teacher has attended Future in Mind training throughout the academic year.
- Staff have worked with the Local Authority's Educational Psychologist to develop their understanding of how to support children in their class.
- ELSA sessions provided to pupils throughout the year in our Sunshine Room.
- 15 pupils have received Counselling sessions or play therapy.
- The Sunshine Room has supported 1 group of KS2 children.
- Four members of staff have received MAPA (**Management of Actual or Potential Aggression**) training.

Sensory or Physical needs

- All staff have completed epi-pen training and asthma awareness training.
- School staff have worked closely with the Sensory Inclusion Service. Sensory Inclusion Service (Teacher of the Deaf) supports 2 children in school and (Teacher of Vision impaired) supports 2 children in school. Additional support is provided for teaching staff to provide and use adapted resources.
- Training for 3 members of staff to support hearing impaired pupils in their class.