



ROBSACK WOOD
PRIMARY
ACADEMY

Special Educational Needs Local Offer

At Robsack Wood Primary Academy, we believe that 'Children Come First' and for this reason, the needs of your child will be placed at the centre of our practice. We recognise the importance of inclusion and pride ourselves on our wholly inclusive practice which focuses on the holistic development of the child.

We understand the importance of working in a Multi-Agency way and therefore uphold close links with both external agencies and other local schools. We are part of the Hollington Strategic Alliance and therefore are affiliated with both Churchwood Academy and Hollington Academy. Each Academy offers certain areas of expertise within SEN and therefore, we often work closely across the academies to ensure that our children's needs are fully and effectively met.

HOW DOES THE ACADEMY KNOW IF MY CHILD NEEDS EXTRA HELP?

As an Academy we believe in early intervention to ensure that our children make as much progress as possible. Therefore we continuously assess our children's progress and learning, and analyse this data to ensure that any difficulties are identified and addressed early.

When children start school with us, whether in the EYFS or later on in the school, we:

- Complete thorough analysis of each child's data and their next steps for learning
- Hold a transition meeting with external agencies and parents to put a transition plan into place
- Offer transition sessions and days to enable children to experience all aspects of the school day. In addition, we may also offer additional transition sessions if this is deemed beneficial to the child.
- Hold discussions with parents
- Hold discussions with previous schools and settings to gain a full picture of the child
- Read medical reports or reports from other practitioners

As children then move through the school, we continue to ensure that any difficulties are identified and addressed. This occurs through:

- Regular assessment of all children and thorough data analysis. Children are continuously assessed and this data is tracked to ensure that children are making progress from their starting points, towards age-related expectations. Class Teachers then meet on a termly basis with the Inclusion Manager and other members of the Senior Leadership Team to analyse each child's progress. Any children exhibiting difficulties with progress are then targeted to receive intervention to support their needs further. These are mapped out carefully to ensure that they are tailored to meet children's needs.
- Regular meetings with parents to enable parents to share any concerns. In addition we operate an open door policy so parents can pop in at any time to talk to the class teacher or the Inclusion Team.
- As a school, we place an emphasis on Pupil Voice and seek the views of our SEN children both through the School Council but also using Pupil Voice in provision planning and to identify areas of need.
- Specialist Assessments such as:
 - Dyslexia Screening Tests
 - Language Link
 - Speech Link
 - Spelling and Reading Age Assessments
 - Boxall Profiles – to assess children's social and emotional development
 - External Professional Assessments – Occupational Therapy / Educational Psychologist / Speech and Language Therapist

If at any time you think your child may have Special Educational Needs, talk to either your child's class teacher, the Nursery SENCO, the Champion Teacher or the Inclusion Manager.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

As a school we believe wholly in inclusion and have high expectations for all children to achieve their potential. We encourage children to believe in themselves and foster a culture where everyone is encouraged to be the best they can possibly be.

We strive to ensure that our classrooms are as supportive as possible to enable all children to access Quality First Teaching at every opportunity. Therefore all lessons are differentiated by the child's Class Teacher to ensure that they meet the needs of every child in the class and move every child's learning forward. We believe in creating a supportive classroom environment, in which children feel comfortable to make mistakes, and are praised, encouraged and rewarded.

Class Teachers begin by skilfully analysing and assessing each individual child's achievements and their next steps. These next steps are then carefully planned for to ensure that lessons target all children's next steps. Any concerns are raised with Team Leaders who then address these with the Inclusion Manager.

Teaching Assistants are allocated to both classes as well as year groups to support the delivery of additional interventions when children have specific areas of difficulty. These members of staff are targeted to support key children who are requiring support.

We recognise that sometimes children need just a little bit of extra support in a particular area. For this reason, we have a large Inclusion Team who support these interventions. The Inclusion Team consists of the following members of staff, and they will work with any number of children at a time:

- Inclusion Manager – Mrs C Welch
- Nursery SENCO – Miss Natalie Pitts
- Parent Support Advisor – Vacancy
- Keyworker – Ms Tina Pelini
- Champion Teacher for Vulnerable Groups – Mrs Mandi Neill
- Champion Teacher for Pupil Premium Children – Miss Emma Mountifield
- Dyslexia Accredited Teaching Assistant – Ms Rebecca Hale
- Speech and Language Therapist – Miss Beth Search
- Speech and Language Therapy Assistant – Miss Sinead Joyce
- Behaviour Specialist Teaching Assistant – Miss Lucy Collins

Where children have specific areas of difficulty, we also offer the following support mechanisms:

- The provision of additional interventions in the following areas:
 - Fine motor skills
 - Gross motor skills
 - Speech Development
 - Language Development
 - Attention and Listening
 - Social, emotional and behavioural development
 - Management of emotions e.g. anger, self-esteem etc.
- Nurture Provision to support children's social, emotional and behavioural development
- Visual cues throughout all areas of the school
- Social stories to prepare children for change
- Consequence and Reward Behaviour Charts
- Workstations to facilitate attention and listening skills
- Alternative Curriculum, tailored to the children's interests

- Learning Breaks

In addition, we value Multi-Agency working and understand that on occasions support for a child's needs cannot solely be offered by the school and referrals to external agencies need to be made. For this reason, we liaise and work closely with the following external agencies, all of whom are invited to weekly Multi-Agency Meetings:

- CAMHS
- Health Services
 - School Nurse Service
 - Child Development Clinic
- Educational Psychology Service
- ESBAS – Education, Support, Behaviour and Attendance Service
- Children's Integrated Therapy Service
 - Occupational Therapy
 - Speech and Language Therapy
- EYBIS – Early Years Behaviour Intervention Service

All provision for SEN children is monitored on a termly basis by the SEN Governor and their progress and attainment data is discussed during termly Governor Meetings.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

At Robsack Wood we understand the importance of a curriculum which is fit for purpose. We place an emphasis on making learning experiences fun, engaging and wholly inclusive to ensure that all children make progress in their learning.

Our curriculum is underpinned by a firm set of values which hinge on inclusion at the centre of our practice. For this reason we will ensure that our curriculum:

- Is fun and engaging
- Is creative and stimulating for all children
- Utilises the outdoors at every opportunity, including through the use of Forest Schools
- Focuses on skills for learning
- Accounts for all of the different learning styles
- Is highly differentiated to meet every child's needs and ensure that every child makes progress
- Operates within a nurturing environment where everyone feels valued

The entire curriculum will be underpinned by high quality differentiation to ensure that all children have their individual needs and next steps met. All children will have individual aspirational targets set at the beginning of the year and their progress towards these targets will be monitored on a termly basis.

Within our Nurture Class the children focus on a 'Nurture Curriculum' which develops the children's social and emotional aspects of learning. It may be that children will be exposed to this curriculum through the Nurture Class or through Nurture Groups.

We understand that sometimes children need further time or an additional intervention to support them in achieving their potential. For this reason within all areas of the school, we run the following interventions:

- Fine motor skills intervention
- Gross motor skills intervention e.g. Jump Ahead
- Champion Readers
- 4 Week Reading Project
- Focused Literacy Support / Additional Literacy Support / Further Literacy Support
- Handwriting Interventions
- Focused Maths Support – Springboard Maths / Wave 3 Maths
- Speech and Language Therapy
- Vocabulary Pre-teaching
- Attention and Listening Intervention
- Nurture Groups
- Nurture Class
- Self-Esteem
- Anger Management
- Friendship Groups

Provision Maps

Any additional provision in place for children with Special Educational Needs will be carefully planned using a provision map. These will then be reviewed termly.

School Based Plans

Any child who has a higher level of Special Educational Need as well as involvement from external specialist services will have their provision planned on a School Based Plan (SBP). These will be written following a Multi-Agency Meeting which parents would contribute to and will be reviewed three times per year.

Education, Health and Care Plans

In cases where a child is considered to have additional needs which require further intervention, where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available in schools, the Academy may apply to the Local Authority for an Education, Health and Care Plan.

EHC plans **will** focus on the outcomes the child seeks to achieve across education, health and care. EHC plans set out how services will work together to meet the child's needs. EHC plans will identify the provision that should be available from both the Education and Health Service to meet the child's needs. Parental and child involvement will be central to this planning.

HOW WILL I KNOW HOW MY CHILD IS DOING? HOW WILL YOU HELP ME TO SUPPORT MY CHILD?

Open Door Policy

At Robsack Wood we believe that 'parents are partners' and are essential to ensuring good progress for your child. For this relationship to be successful, good communication is vital and therefore we operate an open door policy where teachers are approachable and easily contactable for updates on children's learning and development.

Teachers are out on the playground every morning and evening for parents to approach and discuss their child, or for parents to book an additional meeting.

In addition parents are invited into the classrooms to celebrate children's achievements at regular intervals throughout the term. This is an opportunity for parents to ask questions about their child's learning and gain resources to support at home.

In the Reception Classes, parents are invited into school on a weekly basis to share in their child's learning.

Parents' Consultation Meetings

We offer three formal parents' evenings per year where children's progress and development are discussed, and links made to the national age-related expectations as well as to the next steps that your child should be taking. In addition, your child's social and emotional development will also be discussed at this meeting to ensure the development of the 'whole child'. In addition at these meetings, we provide parents with resources to support their child at home with particular targets.

Following on from parent consultations we provide parents with tracking information in writing to ensure that you are able to unpick the information given at your own convenience.

The Learning Platform

We operate a Learning Platform which the children and parents can access at home or in school. This allows teachers to set work on the internet and for the children to receive feedback. In addition, parents are able to monitor the quality of their child's work and email teachers for further information if required.

Parent Courses

We understand that it is sometimes difficult to support your child at home with their learning. For this reason, we offer termly courses for parents to develop their knowledge of how to teach their child at home e.g. phonics courses.

Written Reports

At the end of each year, prior to parents' evening, all parents are provided with a full written report

Annual Reviews of EHC Plans and SBP

These meetings are between parents and members of the Inclusion Team and offer parents the opportunity to review the children's targets and discuss how well they are doing as well as any areas for development. These meetings also offer parents the opportunity to gain further advice and support.

Parent Support Advisor (PSA)

Our PSA is always on hand to offer advice and guidance to parents or simply to have a chat with. The PSA can also signpost parents in the direction of additional services that can support at home.

Transition Meetings

We offer the opportunity for parents to meet with a child's new class teacher in advance of September or starting at Robsack Wood. This meeting would focus on transition and the provision to ensure that the child makes a strong start within a new class.

Meetings with professionals

On occasions, where a child is working with a specialist provision e.g. Speech and Language / Occupational Therapy, it may be the case that parents are invited to observe some of the therapy sessions. Parents would then be provided with resources to support their child at home.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

We are an inclusive Academy that welcomes and celebrates diversity. We place an emphasis on the development of the whole child and therefore pastoral care is a focus for the entire staff as well as the Inclusion Team. Class Teachers hold overall responsibility for the wellbeing of the pupils in their care and therefore if further support is required they will then liaise with the Inclusion Manager.

Prescription medicine can be administered in school with signed parental permission. We have a number of nominated First Aiders in school, holding both First Aid at Work as well as Paediatric First Aid. If your child has a significant medical need, you will need to speak to the Class Teacher or Inclusion Manager to discuss how we can best support your child. This might include drawing up a Health Care Plan.

We believe that the development of children's self-esteem is crucial to their emotional well-being and academic progress.

At Robsack Wood we have a caring and understanding team who demonstrate a commitment to the children in their care. We offer a range of different support mechanisms to ensure the well-being of the children in our care. These are as follows:

- Nurture Class and Nurture Groups
- Social Skills Groups
- Anger Management / Emotional Management Groups
- Friendship Groups
- Structured playtime and lunchtime clubs which support children in developing their social skills
- Forest Schools to support all children in developing a range of skills
- Extended Schools provision to support the development of play

In addition, we link with the following organisations to further support children's wellbeing:

- Education, Support, Behaviour and Attendance Service (ESBAS) and the Anti-bullying Service. These organisations offer both behaviour support as well as support for managing emotions and friendships.
- Brighton University. The children participate in a Raising Aspirations Project which enables the children to understand the opportunities that are available to them in the future.
- Flexible Learning Provision (FLP). The FLP offer behaviour support for key children and on occasions also offer dual registration placements.

WHAT SPECIALIST SERVICES ARE AVAILABLE OR ACCESSED BY THE ACADEMY?

At Robsack Wood Academy your child will have access to any of the following services as required to meet their individual needs:

- Curriculum adaptations/differentiation
- Support for behaviour
- Support for health needs
- 1:1 support / small group support
- School Nurse
- Trained Teaching Assistants in fine and gross motor skills

- Trained Teaching Assistants in Speech and Language support
- Teaching Assistants to support pastoral work
- Trained Art Therapist
- Lunchtime / playtime clubs
- Support for Communication needs – HSA Speech and Language Therapist, Speech Link and Language Link interventions.
- Alternative Curriculum sessions- cooking, nurture, social skills, gardening, Forest School
- Makaton signing where needed
- Trained Teaching Assistants in Dyslexia / HSA Teacher for Dyslexia
- PSA
- Designated LAC (Looked After Children) Teacher
- Family Key worker

If needed we will ask for support from outside agencies, for example;

- Language and Learning support service
- ASD service
- Early Years Teaching Support
- Early Years Behaviour Support
- Health Visitors
- Children's Centre Keyworkers
- ESBAS
- CAMHS
- Counselling services – Butterflies / Equine Therapy
- Children's Integrated Therapy Service – Speech and Language / Occupational Therapy / Service for Children with Sensory Difficulties
- Children's Services
- TEALS
- Education Welfare, Behaviour and Equalities Service
- Community Paediatrician
- Physiotherapy
- Educations Futures Trust (EFT)
- Family Health Support Team
- Visual Impairment Service
- Hearing Impairment Service
- Targeted Youth Support (TYS)
- Educational Psychology Service (EPS)
- Flexible Learning Provision (FLP)

WHAT TRAINING ARE STAFF SUPPORTING CHILDREN WITH SEND HAVING?

The Inclusion Manager holds the national SENCO Accreditation and the Nursery SENCO is also accredited. All of our staff have thorough induction when starting employment at Robsack Wood. We identify training needs on an ongoing and individual basis and have a detailed training plan for teachers and support staff. The following training is also in place across the Academy:

- Jump Ahead
- Speech and Language Basic Training
- Lego Therapy
- Art Therapy
- Positive Handling – MAPA training
- Dyslexia Accreditation
- Speech and Language Accreditation

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM?

At all times, children's access to a range of activities would be closely monitored by the Inclusion Manager and this would be supported by open and honest dialogue with all parents. Pupils with SEND are encouraged to participate in all school activities. Access to after school clubs is provided to all children and these are delivered by key known staff to ensure that all children are able to access these.

It is a requirement that any independent provider of after school clubs must cater for children with SEND.

School trips are accompanied by a high ratio of adults to children and parents / carers are invited to accompany school trips. If required, parents may be asked to support school staff in planning these trips to ensure that they are accessible to all children. Specialist transport would be engaged if required for school trips.

Our school site is highly accessible and therefore the outdoor environment forms an integral addition to our curriculum. All children will have access to a Forest Schools Curriculum which will be carefully planned to meet the children's needs. If required, parents again may be asked to support school staff in planning these sessions to ensure that children's individual needs are accommodated.

HOW ACCESSIBLE IS THE ACADEMY?

- We have an accessibility plan in place
- Most of the school site is fully wheelchair accessible with wide corridors and doorways.
- We have some disabled toilets that are large enough to accommodate changing suitable for wheelchair users.
- Visual timetables are used in all classrooms. A high focus is placed on the visual environment and ensuring that visual cues are used at every opportunity.
- Braille support can be offered by the Visually Impaired Support Service
- Pre teaching vocabulary structures are used throughout the school
- Communicate in print pictures are used throughout the school
- We are a Dyslexia Friendly school and ensure that the learning environment is fully accessible and inclusive for all learners.
- We have access to staff available to assist in supporting families for whom English is an Additional Language. For example, TEALS can support when attending meetings and with completing forms as well as with translating letters/ newsletters into other languages.

HOW WILL THE ACADEMY SUPPORT MY CHILD TO TRANSITION IN AND OUT OF THE ACADEMY?

Robsack Wood recognises the importance of high quality transitions at all stages of education. Therefore careful consideration is given to preparing pupils with SEN for all transition at all stages. We run an extensive transition programme from Nursery to Year 6 to ensure that our children get as much support to manage change as possible.

When children start at Robsack Wood, initial contact is made with the previous setting and with the parents, as soon as we are notified that a pupil is transferring into our school. Information is then gathered by members of the Inclusion Team to ensure that we are able to support the child as fully as possible when they start with us.

Transition visits are offered to new pupils at various different times of the day to ensure that the child gets a feel for daily life in school.

In addition, when pupils are changing classes or moving to another school, teachers liaise together with parents and carers, to share information and prepare the pupil in advance of the move. This would involve some or all of the following mechanisms:

- Transition visits
- Visual photo books
- Social Stories
- Visits by a key adult
- Thorough information sharing

For children in Years 5 and 6, the transfer options are explained carefully to parents and carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the Inclusion Team will pay particular attention to preparing pupils with SEN for transfer to secondary school, addressing both the learning and well-being concerns that may arise. In addition, members of staff from the new school will be invited to attend any Annual Reviews that may occur to discuss the progress and development of the young person.

HOW ARE THE ACADEMY'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

The SEN budget is managed by the Acting Headteacher, and is then monitored by the Governor's Finance Committee. The Finance Committee meet regularly to monitor the spending of SEN funds and the Governing Body are kept informed of funding decisions. The Acting Headteacher works in conjunction with the Inclusion Manager to ensure that funds are allocated to meet the needs of children with SEN.

SEN monies are clearly identified in the budget and tailored to the needs of the children. The Academy has a flexible approach to ensure that all the children's needs are met e.g. for short periods of time it may be that a child needs a higher level of funding but later may require less funding.

Resources are requested and ordered as necessary to support each pupil's learning. As the needs of every child are different, there is a need to be flexible with the funding to ensure that, where required specialist resources are bought or delivered.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

Each child is assessed individually in line with the SEN Code of Practice. From these assessments a personalised programme of support will be developed tailored to meet each child's needs. Additional assessments from outside agencies may help us to decide on the appropriate support and resources required.

Children's progress will be discussed on a weekly basis at a Multi-Agency meeting. In addition, regular review meetings with all the staff who work with your child are organised to discuss your child's progress and any additional help that they may need. Some pupils will have a School Based Plan and these will be reviewed with parents and carers, as well as with the pupil, three times per year.

Pupil Progress Meetings are held six times per year with the Senior Leadership Team including the Inclusion Manager. At these meetings the progress of all children is discussed and allocated support for each child is discussed and analysed for impact. From these meetings, further support will be allocated.

In addition, it may be the case that one of the Learning and Achievement Leaders or the Inclusion Manager may identify a concern that a child is not making progress and target support to meet this child's needs.

WHAT SUPPORT AND TRAINING IS AVAILABLE IN SCHOOL TO SUPPORT PARENTS AND CARERS?

As previously mentioned, we recognise the important role that parents and carers play in supporting their child through their education. For this reason, the following support mechanisms are in place to support parents and carers:

- Parent Support Advisor – This member of staff is always on hand to support parents and offer advice and guidance – pop in to the school office for further information.
- Parent Learning Groups – These normally happen on a Monday morning and cover a range of different subjects – see the PSA for further details of how to sign up.
- Speech and Language Therapy Workshops for parents
- Families and Schools Together – look out for details of this course at the school office
- HSA Parent Workshops – we link closely with Churchwood and Hollington Schools to offer a range of workshops for parents to develop new skills or just meet for a chat!

If parents or carers have any concerns or suggestions about their child's Special Educational Needs, they should contact the following people in school:

- **Class Teacher**
- **Champion Teacher**
- **Inclusion Manager**
- **Acting Headteacher**

WHO CAN PARENTS CONTACT FOR FURTHER INFORMATION?

- Parent Support Advisor
- Inclusion Manager – Mrs Welch (Vice Principal)
- Champion Teacher for Vulnerable Children – Mrs Neill
- Associate Principle – Miss Thayre
- School Website – www.robsackwoodprimaryacademy.org.uk
- School Office – 01424 853521

If you have a question that you would like answered, would like to have a look around The Academy or perhaps feel that your child's needs may be hard to meet and want to discuss the matter further, please do not hesitate to contact us.