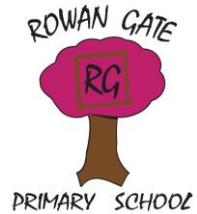


# ROWAN GATE PRIMARY SCHOOL



## SEN INFORMATION REPORT 2020 – 2021

*Updated in February 2021 by*                      *Laura Clarke*                      .....

*Reviewed in March 2021 by Governors FGB*                      .....

**The name and contact details of the SEN Co-ordinator:**

Julia Coles, Deputy Head Teacher – email – [JColes@rowangate.northants.sch.uk](mailto:JColes@rowangate.northants.sch.uk)

**The name and contact details of the Designated Teacher for Looked After Children:**

Julia Coles, Deputy Head Teacher

**The name and contact details of the Pupil Needs governor is:**

Tammy Byles – contact via the school office

**All teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.**

<p>The type of School</p>	<p>Rowan Gate Primary School is a day special school for pupils aged 3 years to 11 years.</p>
<p>The kinds of Special Educational Needs which are provided for in our school</p>	<p>The school is based on two sites in Northamptonshire – Finedon Road, Wellingborough and Hayway, Rushden. The school has one satellite class at Tennyson Road Infants School, Rushden.</p> <p>The school meets the needs of pupils who:</p> <ul style="list-style-type: none"><li>Have moderate learning difficulties (MLD)</li><li>Have severe learning difficulties (SLD)</li><li>Have profound and multiple learning difficulties (PMLD)</li><li>Have a diagnosis of an Autistic Spectrum Disorder (as well as learning difficulties)</li></ul> <p>In addition to the learning difficulties our children experience, there are many of whom have additional disabilities, which the school makes provision for.</p> <p>These additional needs may be broadly categorised under the following headings: speech and language impairment, movement impairment and sensory impairment – hearing and vision.</p>

	<p>All pupils have an Education, Health &amp; Care Plan (EHCP)</p> <p>We fully comply with:</p> <p>SEN Code of Practice January 2015.          Equality Act 2010          Children and Families Act 2014.</p>
<p>Our school's policies for identifying children and young people with SEN and assessing their needs</p>	<p>All children at Rowan Gate Primary School have an EHCP (Education, Health &amp; Care Plan) identifying their special educational needs, aspirations, strengths and needs, provision and arrangements.</p> <p>Home visits are carried out prior to admission by the SEN co-ordinator. (Due to Covid-19 Pandemic the visits may be on line or door step visits.) Pupils are placed in a class group with peers of similar ability.</p> <p>All pupils have an Annual Review Meetings where their progress against the outcomes of their EHC (Education, Health &amp; Care) Plan is assessed and new outcomes agreed where appropriate. Individual targets are also considered and agreed for the IEP. IEP targets are linked to the outcomes of the EHC. Parents and supporting colleagues are invited to attend. (Due to Covid-19 Pandemic Annual Reviews are taking place on line.)</p>
<p>Our arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p>Section A of the EHCP is considered at Annual Review Meetings. Parents are asked for up to date comments prior to the review and these are considered the meeting.</p> <p>The school holds two parent opening evenings during the school year in order for parents to review progress and be able to comment or ask about their child's progress.</p> <p>Governors of the school annually ask parents to complete a questionnaire about their thoughts on the school leadership, their child's happiness, progress and behaviour. This inform them of parent's views of the school so that they can with leadership work on any areas necessary for development and improvement.</p>
<p>Our arrangements for consulting young people with SEN and involving them in their education.</p>	<p>Pupils at the school contribute to their Annual Reviews by completing a "Pupil Views" form which is considered at the meeting. This may be completed independently or with support.</p> <p>The School Council offers the pupils a voice and gives them opportunity to freely express their views and opinions. (Due to Covid-19 the School Council is not meeting as pupils are in class bubbles and cannot be mixed. The group may meet on line instead of in person once school is fully open)</p>

	<p>All pupils at the school regardless of their SEN are involved in the full life of the school (Due to Covid-19 Pandemic pupils are in class bubbles and are not mixing with each other.)</p>
<p>Ours school's arrangements for assessing and reviewing children and young people's progress towards outcomes and the effectiveness of our provision.</p>	<p>The monitoring and evaluation of the effectiveness of our provision is carried out as follows:  Pupil voice and suggestions are collected formally at each review.  Termly report to parents written, and discussion with parents offered about their child's learning and progress. (Held by teacher in their bubbles.)  Discussion with pupils' parents / carers. (held on line if requested)  Observations and learning walks carried out by Subject leaders and Senior Leaders (Due to Covid-19 these are not taking place in person. Arrangements are in place for all classes to have cameras so that online observations and learning walks take place.)  Work scrutiny carried out by Senior Leaders  Pupil progress meetings between Class teachers and Senior Leaders (take place online)  Tracking and analysing pupil progress on Onwards and Upwards  Annual Review Meetings and monitoring of IEP progress ( take place online if required, and on paper if parents wish for this to happen)  Analysing attendance records  Analysing behaviour records  Head teachers reports to governors  Governors learning walks (Due to Covid these will take place online.)  Governors review of School Development Plan targets</p>
<p>Arrangements for supporting children and young people in moving between phases of education.</p>	<p>Pupils who are new to the school or who are moving onto secondary schools are supported well. All new pupils receive a home visit (Due to Covid-19 visits take place online.) and are given a booklet detailing the school. Pupils who are moving on receive (online) visits to their new schools supported by staff and take part in Year 6 transition work building their self-esteem ready to leave primary education.</p>
<p>The approach to teaching children and young people with SEN</p> <p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<p>All children follow the National Curriculum differentiated and individualised to meet their needs. Children of Nursery and Reception age work within the Early Years Foundation Stage Framework.</p> <p>At Rowan Gate we have a variety of curriculum routes for our children in order that all abilities and needs are accommodated:</p> <ul style="list-style-type: none"> <li>. EYFS (Early Years Foundation Stage): children follow a thematic curriculum through which they access the 7 key areas of learning.</li> <li>. KS1 (Key Stage 1) : children follow a semi-formal thematic curriculum, with English and Maths introduced as discrete subjects.</li> </ul>

- . KS2 (Key Stage 2): children follow a semi-formal thematic curriculum, with English, Maths and Science taught as discrete subjects.
- . UKS2 (Upper Key Stage 2): some children follow a formal curriculum in which all subjects are taught discretely.
- . KS2 Pre-formal Curriculum: children follow a thematic curriculum in which the learning is personalised to suit individual pupils needs underpinned by their EHCP outcomes. The areas of learning include cognition and learning, communication and interaction, social emotional and mental health, independence and sensory and or physical.

**Thematic-linked together learning through vibrant and engaging termly topics.**

**Relevant-adapted to the needs of each unique individual pupil.**

**Aspirational-encouraging all pupils to achieve their true potential.**

**Varied-activities and opportunities encouraging depth and breadth of knowledge.**

**Engaging-personalised curriculum enabling success and building positive self-esteem**

**Learning-based on pedagogical reconciliation and innovation.**

As our pupils travel through our school we endeavour to equip them with the skills they need for life, providing them with an engaging, creative and flexible curriculum that accommodates their ever-changing needs. We believe that our thematic approach provides a variety of contexts for pupils to develop and consolidate their skills, whilst ensuring there are opportunities for enquiry and independent investigation and learning. Our '5 keys-Roots to Growth' is our framework for learning and improvement and underpins our curriculum.

#### RGPS 5 Keys tree

We celebrate our children's learning journey through school in these 5 key areas in our weekly 'Good Work Assemblies' and Termly '5 keys assemblies' (Due to Covid-19 Pandemic these will take place in class bubbles and online.)

We have a supportive and nurturing approach in relation to support pupils who, may from time to time, find it difficult to engage with lessons and whose behaviour for learning might need further development. Some

	<p>pupils may have individual behavioural plans to help them access their lessons and to ensure a consistency of approach to behavioural management.</p> <p>The school runs a pre-school group offsite to offer support to families to parents of children with additional needs from 0 years – preschool age.</p> <p>The school has a Nurture Group class on each site which offers additional support to pupils with social and emotional difficulties.</p>
<p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how expertise will be secured</p>	<p>All staff entering the school has induction training which includes policies and procedures of the school, this includes training on IEPs and how to record the children’s work and progress.</p> <p>All staff have continued professional development and are set targets for improvement. Support staff CPD this year has focussed on Key Skills for each child (IEP targets) and Medical awareness.</p> <p>As a minimum requirement we train all our staff (with regular refreshers) in Fire safety, Safeguarding, E Safety, Team Teach, Manual handling, Epilepsy.</p> <p>Staff have received training in these areas:</p> <p>Cognition and Learning, Independence, Sensory/Physical, SEMH, Communication and interaction and Safeguarding, Prevent, My Concern, Team Teach.</p> <p>Specific examples and focus for this year has been - PECS, Colourful Semantics, BSL, Kinetic Letters, Clicker 7.</p> <p>Staff are partaking and working towards TaMHS (Targeted Mental Health in Schools) which is an external accreditation in partnership with an Educational Psychologist and colleagues from CAMHS.</p> <p>We have introduced 10 keys to a happier living for pupils and staff as a result of attendance at the Annual Mental Health and Wellbeing Conference.</p> <p>(Due to Covid-19 induction and training will take place on line.)</p>
<p>Support for improving emotional and social development, including extra</p>	<p>We are committed to supporting the emotional wellbeing and safety of each pupil.</p>

<p>pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>	<p>The school has a Nurture Group class on each site which offers additional support to pupils with social and emotional difficulties.</p> <p>A clearly defined behavioural policy is used consistently. Staff are trained in team teach in order to de-escalate behaviours and to support pupils needs.</p> <p>We have introduced 10 keys to a happier living for pupils which is a weekly lesson.</p> <p>Staff know the pupils well and assess and respond to each pupils needs. They work tirelessly to connect and engage pupils through a playful approach.</p> <p>Support with personal are needs is provided where needed, for example, eating, toileting, dressing. There is a high ratio of support staff in class but pupils are encouraged to be independent in their learning and personal skills, for example, feeding, physical skills.</p> <p>Staff are trained to a high standard in safeguarding. There are 7 designated safeguarding leads.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.</p>	<p>The school and staff work as part of a multi-disciplinary team including:</p> <ul style="list-style-type: none"> <li>- school nurse</li> <li>- physiotherapist</li> <li>- occupational therapist</li> <li>- wheelchair services</li> <li>- speech therapist</li> <li>- educational psychologist</li> <li>- advisory teacher for children with hearing impairment</li> <li>- advisory teacher for children with a visual impairment</li> <li>- health authority –1 medical officer</li> <li>- community nurses</li> <li>- social worker</li> <li>- educational entitlement officer</li> </ul> <p>Contact with these agencies is dependent on current situations. Staff liaise with colleagues as appropriate. (Due to Covid-19 a thorough and robust risk assessment is in place for the minimal need for visitors to the school.)</p> <p>The governors ensure that the needs of pupils are met by monitoring provision, visiting the school, reviewing attainment and progress. (on line.)</p>

	<p>The governors will ensure that funds are set aside to develop resources in curriculum areas, that staff are kept fully up to date with SEN issues and undertake relevant training (external and in house)</p>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<p>Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's teacher.</p> <p>If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher.</p> <p>If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the Chair of Governors. See our Complaints Policy.</p>
<p><b>Local offer – What is the Local Offer?</b></p>	<p>Northamptonshire County Council is required to publish information about services available for children and young people with special educational needs and disabilities. This is called the local offer.</p> <p><b>Northamptonshire's County Council's local offer can be found on:</b></p> <p><u><a href="http://www.northamptonshire.gov.uk/localoffer">www.northamptonshire.gov.uk/localoffer</a></u></p> <p>or by contacting Tel: 0300 126 1000 or email <u><a href="mailto:LocalOffer@northamptonshire.gov.uk">LocalOffer@northamptonshire.gov.uk</a></u>.</p>