



SEND Information Report (LOCAL OFFER) 2024/25

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Ropley CE Primary School children are identified as having SEND (Special Educational Needs or Disabilities) through a variety of ways including the following:-

- Liaison with pre- schools/previous school
- Child performing below age expected levels, as identified through assessment
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO?

- In the first instance, I would raise a concern with the class teacher
- Concerns raised with class teachers are then monitored over a period of 12 weeks by the team working within that year group
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- If a parent/carer feels after the 12 week period, that the initial concern raised is still relevant, the Inclusion Lead/SENDCo will be consulted.

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Our SENDCO (Special Educational Needs and Disability Coordinator) is Mrs Hayes. She oversees all support and progress of any child requiring additional support across the school.
- The class teacher and Inclusion Lead/SENDCo will oversee provision and support plans to ensure each child with SEND makes necessary progress.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the Inclusion Lead/SENDCo. The regularity of these sessions will be explained to parents when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information Mrs Hayes is available by formal appointment to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The Headteacher and/or SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One of the Governors is responsible for SEND and they report to the Governors.
- The Headteacher agrees priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress. This is shared with the governors.

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

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Work is adjusted so that all children can access learning objectives through variation and appropriate provision/scaffolding.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- Parents/carers are welcome to arrange an appointment to meet with the class teacher to discuss how your child is getting on. The school can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register, they will have a Personalised Learning Plan (PLP) and/or and Individual Behaviour Management Plan (IBMP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an Education Health and Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written/ reviewed.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including the Early Years Foundation Stage Profile, National Curriculum attainment and standardised scores.
- Children who are not making expected progress are identified through pupil progress meetings with the class teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's PLP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

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

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The school has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the Inclusion Lead/SEND Co, with vulnerable children and their parents during the school day.
- If your child has complex or significant healthcare or physical needs a care plan would be used to identify and manage care arrangements appropriately.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site. (Available via the school website)
- Parents need to contact the office and Inclusion Lead/SEND Co if medication is recommended by Health Professionals to be taken during the school day.
- On a day-to-day basis the office oversee the administration of any medicines, once written permission has been received from the parents.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a consistent approach to the managing of children's behaviours.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support

in place and set targets. Response plans are used to help identify a stage of dysregulation and provides adults with sign-posting to be consistent to that child's needs.

- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Headteacher.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life.
- Children who have PLPs (Personalised Learning Plans) or Individual Behaviour Management Plans (IBMP) discuss and set their targets, strengths and learning preferences with their class teacher.
- For children who have an EHCP, the child's view is always sought and plays a pivotal role in agreeing the targets.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- As a school we work closely with external agencies that we feel are relevant to individual children's needs: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers. We work with Educational Psychologists from Hampshire County Council.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health, safety and dignity will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits. A disabled access is available at our main entrance and all classrooms have doors leading directly to the outside spaces.
- We liaise with EMTAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- All new children visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings if deemed necessary.
- Social stories are provided for those children who may struggle with transition.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) will be used as a transition meeting during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEND budget and deliver interventions designed to meet groups of children's needs.

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

- The class teacher, alongside the Inclusion Lead/SENDCo, will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected attainment. Targeted support may come in the form of quality first teaching, in lesson variation or interventions in a small group.
- There will be on-going discussions with parents.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on PLPs and ensuring they are being met
- The child is making progress academically against national/standardised scores and the gap is narrowing.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEND register if they make progress in line with their age related expectations.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school office to arrange to meet the Head teacher, who would discuss how the school could meet your child's needs.