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SEND INFORMATION SHEET

Before applying to Rushcombe First School, contact:

- The school office to arrange an appointment to view the school and discuss any specific needs

To apply for a place at Rushcombe First School:

- The governing body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice.
- In line with Dorset Local Authority Admissions Policy, arrangements for all children to be admitted to school are as follows:
- Any parents wishing their child to come to Rushcombe First School in September 2017, for children born between 1st September 2012 and 31st August 2013, need to complete an application form. Forms are available for completion on-line at www.dorsetforyou.com/schooladmissions. The closing date for all applications is 15th January 2017.
- Once a place has been offered by the Local Authority, we invite you and your child to a series of events and activities to make starting school as enjoyable and smooth as possible. Admissions arrangements for all children are through Dorset Local Authority. See Dorset For You website for details.

Before your child starts at Rushcombe First School, arrange to meet:

- Headteacher
- Inclusion Leader

Before your child starts at Rushcombe First School:

- read the SEND Factsheet
- read the school's SEND Policy (available on the school's website)

Before your child starts at Rushcombe First School, staff need to:

- know about your child's needs
- read information for example reports from any professionals who have met or who are working with your child
- have copies of any assessment reports
- have information from previous school/pre-school setting (if appropriate)

Before your child starts at Rushcombe First School, find out:

- if the Local Authority will be providing a transition package of support (Portage)
- if the Local Authority will be providing access to specialist equipment/facilities

At Rushcombe First School we monitor the progress of all pupils to identify those who may require further support so that action may be taken:

At Rushcombe First School, we aim to offer excellence and choice to all our children, whatever their ability or needs.

We have high expectations of all our children. We want all our children to feel that they are a valued part of our school community.

If progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Action is then planned to support the child's progress.

If your child is already at Rushcombe First School and you have concerns, please contact:

- Class teacher
- Inclusion Leader
- Headteacher

If staff have concerns about your child:

- the class teacher will arrange an initial meeting to express these concerns
- the class teacher will compile an information sheet giving details of your child's strengths and difficulties following your initial meeting
- the class teacher will produce a progress plan detailing how your child will be supported
- the class teacher may arrange a further meeting with you and the Inclusion Leader to plan support

If your child is identified as having a barrier to their learning which requires support. The class teacher will then:

- complete a pupil information sheet with you setting out reasons for the concern
- write a progress plan which sets out targets and describes how we all will work together to help your child make progress

There are four categories of need:

- cognition & learning
- speech & language
- emotional social & mental health
- sensory & medical

A child may have needs that fit into one or more categories

There are two different levels of SEND support:

- School Support
- Education Health Care Plan

At Rushcombe First School, if staff or parents are concerned, a child may be monitored for a period before any decision is made about the level of support.

A child with cognition and learning needs may be supported in a number of different ways:

These are some examples of support/interventions we might choose to use.

- additional learning opportunities, such as, extra reading
- small group support
- 1:1 specialist support

At Rushcombe First School we aim to provide all children with high quality teaching and learning opportunities. Additional support can be utilised to support individual children's needs if appropriate.

A child with speech and language needs may be supported in a number of different ways, including:

- additional speaking opportunities to develop confidence and fluency of speech
- pre-teaching of vocabulary
- 1:1 speech and language support following a programme written by a language therapist

At Rushcombe First School we aim to provide all children with high quality teaching and learning opportunities. Additional support can be utilised to support individual children's needs if appropriate.

A child with social, emotional and mental health needs may be supported in a number of different ways:

- additional opportunities to develop self-esteem/confidence within the school day
- charts
- time with our emotional support assistant
- referral to outside specialists

At Rushcombe First School we aim to provide all children with high quality teaching and learning opportunities. Additional support can be utilised to support individual children's needs if appropriate.

A child with sensory and medical needs may be supported in a number of different ways:

- by accessing the disabled toilets
- by having a programme of exercises delivered by a trained TA
- by having outside specialist advice/support

At Rushcombe First School we aim to provide all children with high quality teaching and learning opportunities. Additional support can be utilised to support individual children's needs if appropriate.

Facilities to enable access for children with SEND include:

- a disabled toilet
- ramps to enable access to most areas of the school

The school's accessibility is reviewed regularly in line with the Accessibility Policy.

A child with an Education Health and Care Plan (EHC Plan) will have an individually tailored programme of supported which could include:

- having a programme of learning tailored to individual need
- having the support of a teaching assistant if and when required

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A child at Rushcombe First School may receive support from other adults at the school other than their class teacher or class teaching assistant:

- Teachers who hold specialist qualifications in learning difficulties
- Teaching Assistant who has training in emotional support.
- Teaching Assistants with additional training about autism.
- Teaching Assistants with additional medical training.

A child at Rushcombe First School may also receive support from outside agencies:

- Community Paediatrician (who may complete an assessment of medical needs and provide a diagnosis)
- Community Doctor (who may complete the initial check for any medical needs and provide advice to parents)
- Occupational Therapist (who may complete an assessment and provide a programme of support for a child's fine motor development for the school to follow)
- Physiotherapist (who may complete an assessment and provide a programme of support for a child's gross motor development for the school to follow)
- Manual Handling Advisor (who trains staff to manage the movement of children safely)
- S & L Therapist (who may complete an assessment and provide a programme of language support for the school to follow)
- S & L Assistant (who may come into the school for a short period of time to support a child's language development and to train TAs to deliver a programme of support)
- CAMHS Worker (who may support a family where a child is experiencing emotional/mental health difficulties)
- Locality Team Worker (who may for instance support a family where attendance is an issue)

All referrals to outside professionals are made with in discussion with parents.

All children have access to a range of outside activities. These include:

- Sports activities, for example football, netball, gymnastics
- Musical activities, for example recorder club, violin and guitar tuition, samba and music
- Art & Craft activities, for example, craft club and art club
- Other activities, for example French, IT, Forest Schools and cookery

If you have any concerns or questions, speak in the first instance:

- the class teacher
- the Inclusion Leader
- the Headteacher