



The Shared Learning Trust

THE RUSHMERE PARK
ACADEMY & NURSERY

Local Offer (SEND)

2023/24

Effective Date: 1st September 2023

Last Reviewed: June 2023

Reviewed By: Trustees

Next Review Date: July 2024

Version: 8

Name of School/College/Setting	The Rushmere Park Academy
Type of setting	Lower School
SENCO/Lead Professional	David Washington
Specialist Resourced Provision SENCO	Moira Phillips
Early Years SENCO	Claire Vaughan
Assistant SENCO	Helen Harrison
Address	The Rushmere Park Academy, East Street, Leighton Buzzard, Bedfordshire, LU7 1EW
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Email of SENCO's	h.harrison@thesharedlearningtrust.org.uk d.washington@thesharedlearningtrust.org.uk c.vaughan@thesharedlearningtrust.org.uk
Email of Assistant SENCO	n/a
Website	https://trpa.thesharedlearningtrust.org.uk/
Link to SEND Information Report	https://trpa.thesharedlearningtrust.org.uk/special-educational-needs-disabilities/338.html
Link to SEND page of schools website	https://trpa.thesharedlearningtrust.org.uk/special-educational-needs-disabilities/338.html

School's Mission statement:

Our vision is based around three core principals Strive, Achieve and Believe!

At the Rushmere Park Academy we recognise that our children have a variety of needs and aspirations. We are committed to the inclusion of all children in a broad and balanced curriculum, made accessible through the use of a range of resources and differentiated activities.

1) How does the (setting/school/college) identify and organise support for children with special educational needs?

The school has regard to the Code of Practice: SEND 2014 and associated regulations. This is continuously monitored by the SENCO and annually with the Local Authority.

Prior to starting at the school:

- The SENCO liaises with feeder schools & nurseries in order to gather information on children transferring;
- The SENCO organises screen tests, e.g. reading and spelling tests before or soon after entry.
- The SENCO attends Education Health and Care Plan (EHCP) Annual Review meetings for children due to transfer, upon invitation
- The SENCO is available at any time for children to visit the school and take part in a 'LINK' Programme that is set up for transition between schools
- The SENCO will be available to meet with parents and children to discuss specific issues prior to starting in September.

Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need support to make expected progress because of a learning difficulty or disability. This is usually done through regular on going in-class assessments, but may involve more specialised assessment from our SENCO.

Some children have an EHCP, which clearly set out the needs of the young person. The SENCO scrutinises the records of children transferring at any time of the year in order to ascertain whether they have special educational needs and disabilities (SEND) identified by their previous school.

2. Who are the key people in the early years setting/school /college available to discuss parental/carers concerns about their child's difficulties? (E.g. Class Teacher, SENCO, Inclusion Manager).

- Subject teachers will be responsible for any children in their class with SEND. They will monitor the children's needs and plan for any extra support required. Learning Support Assistants (LSAs) will be directed by class teachers to support children in class and in intervention groups. The SENCO will oversee LSAs, intervention groups and extra work provided to support your child.
- Subject teachers will meet with families at least once a term to discuss your child's needs, support and progress. Additional meetings or phone calls can be requested via the school office or individual staff's emails.

For further information the SENCO, Helen Harrison can be contacted on 01525 372096 or h.harrison@thesharedlearningtrust.org.uk

- For information regarding the Specialist Resourced Provision (SRP) for Autism, please contact David Washington on d.washington@thesharedlearningtrust.org.uk
- If a parent has concerns about their child having Special Educational Needs they can either speak to the SENCO directly to discuss their concerns or seek external advice from a GP or paediatrician or complete the Parental SEND referral Form. (on our website).
- The Rushmere Park Academy has a Trustee assigned to SEND, who liaises with the SENCO to maintain a high standard of SEND throughout the Academy. The Trustee visits the Rushmere Park Academy regularly.

3. How will parents/carers be informed about a child/young person's progress within the setting and how will his/her progress be measured?

The SENCO will regularly speak/meet with parents to discuss the future provision of their child. Effective communication is essential between all parties to ensure an appropriate education for the child.

- Class teachers will be regularly assessing children's progress as part of their normal practice.
- There are opportunities throughout the year via parents' evening to meet with the children's form tutor, class teachers and the SENCO.
- Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will be offered a meeting with the school at least three times per year to discuss progress and support with the child's Key worker or SENCO.
- A child's Learning Support Assistant (LSA) acts as a key worker to facilitate regular communication with parents.
- Those children receiving specific SEND support from one of our LSAs will have their progress tracked and monitored, and this information will be fed back to the child and parent.
- We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.
- There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs exam access arrangements for example. We will always let children know this is happening and let parents know the outcome of any testing.

Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school. The class teacher is always the first point of contact for parents regarding their child.

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

The provision for children with special educational needs & disabilities will match the nature of their individual needs. The SENCO will keep regular records of the learners' special educational needs & disabilities, the action taken and outcomes.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

The Rushmere Park Academy has a dedicated wellbeing team, that works closely with the SEND team to support children in; improving behaviour, avoiding exclusion and increasing attendance. The team meets weekly to discuss strategies for children and appropriate action that can be implemented to support the student. Appropriate support strategies will be discussed with the individual and parents before commencing.

<p>6. How will teaching be adapted to support the child/young person with special educational needs?</p>
<p>The Rushmere Park Academy will ensure that all children receive a balanced and adapted curriculum appropriate to their needs.</p> <ul style="list-style-type: none"> • The curriculum is very broad at our school and as such there is something available for all children to follow. There is a great deal of choice in our curriculum, this way those with SEND can have a very bespoke, personalised timetable that meets their needs. • The site is fully accessible and meets all the requirements of the Equalities Act 2010. • The school site is fully wheelchair accessible including disabled toilets and ramps. • Our curriculum information can be found on our school website. <p>The SEN team supports children by delivering various internal & external courses depending on individual need including:</p> <ul style="list-style-type: none"> • Read Write Inc • In class support • Nurture groups • Speech and Language Therapy • Reduced timetables • Frequent movement breaks • Mentoring • Additional English & Maths tuition
<p>7. What different types of support can the child/young person receive in school? (e.g. small group or individual)</p>
<p>Some children will receive additional support from Learning Support Assistants within the classroom alongside their peers. This allocation is according to need. Specialist resources also support SEND. If children require small group/specialist support in order to access the full curriculum, they may be withdrawn from some part of lessons in order to follow a specific programme. This is flexible to reflect child and subject need and is discussed with relevant staff, child and parents.</p> <p>At the Rushmere Park Academy we have a wide range of support and intervention strategies available to any child who may need additional support. Our staff has a wealth of experience and training to support all children. Support may include:</p> <ul style="list-style-type: none"> • adapted lessons, activities and support in class according to their specific needs. • Designated support for learning and for student achievement • Intervention/catch up programs for math's, writing and reading • Booster groups to move children to the next level and challenge gifted and talented • External support provided to us through the CBC. <ul style="list-style-type: none"> ❖ Educational Psychologists ❖ Speech and Language support team ❖ Medical Needs support team ❖ Hearing & Visual Impairment specialist teachers.

<p>8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?</p>
<p>All children with SEND or an EHCP will be supported on educational visits. Parents will be involved in the planning of support. Children who attend after school clubs and need support must have this clearly defined in their EHCP or their Individual Education Plan (IEP).</p>
<p>9. How does the (early years setting/school/college) involve children/young people in decisions that affect them?</p>
<ul style="list-style-type: none"> • We will always meet with a young person before beginning any specific support and explain what we are doing, and why. • We ask children at transition when they are in Year 3 how we can best support them, and this information is put into the IEP. • We ask children for their views on their needs and record this on their IEP every term.
<p>10. How are the settings /schools /colleges' resources allocated to support children/young people with SEND?</p>
<p>Children who attend the Rushmere Park Academy with an Education, Health & Care Plan (EHCP) will have specific hours of support. The SENCO in liaison with the Local Authority and parents will implement these hours. The support will be monitored and all data collected will be regularly assessed.</p> <p>Support for Non EHCP children will be based on individual need and the availability of specialist staff. All teachers are made aware of these children and coded K: SEN Support and provided with information to support them to appropriately differentiate their lessons.</p>
<p>11. The steps you have taken to prevent disabled children from being treated less favourably than other children.</p>
<p>The arrangements for the admission of children with Special Needs or disabilities to gain admission as a child to the Rushmere Park Academy fall within our duties under the Equality Act 2010 and are the same as those applied to all children. Admission is in the first instance arranged by application to the Local Education Authority. If successful, The Shared Learning Trust then receives notification that a child has been allocated a place at the Vale Academy.</p> <p>For admission to the Specialist Resourced Provision (SRP), this is via Central Bedfordshire Council and does not follow the normal admission routes. To gain entry, all children will need to have an EHCP that clearly identifies that they have a difficulty on the Autistic Spectrum as their prime area of need. All children are assessed for their suitability for the provision against agreed criteria by Central Bedfordshire Local Authority. Children will not be admitted through the mainstream school but again through Central Bedfordshire Local Authority.</p> <p>Children selected by the local authority to attend are those who would have difficulty accessing a mainstream class but have the potential to do so for at least some of the school day if they have a secure base and enough structure and support is put in place to facilitate this.</p>

Those considered appropriate for admission based on EHC Needs assessment will be referred through the CBC SEND Team. The decision to admit will be taken by an appropriate Team Manager following consultation undertaken in compliance with S39 (6) Students and Families Act 2014.

The Rushmere Park Academy will take steps to prevent disabled children from being treated less favourably than other children. We will use our best endeavours to ensure that no child is unable to attend the Rushmere Park Academy because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all children, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all children.

Existing facilities provided to assist access to the school by children with disabilities:

- Wheelchair access onto school grounds at the main entrance
- Disabled parking is available near the main entrance
- The building is on one level - except the dining hall
- Exterior lighting to improve evening access.
- disabled toilet

Please also see the Accessibility Policy.

12. What services external to the setting/school/college can provide support to children with SEN?

The Rushmere Park Academy uses a variety of external agencies or providers to support children. We draw on a range of support from:

- NHS, Edwin Lobo Centre, local GPs.
- Children and Adolescent Mental Health Service (CAMHs)
- Children's Social Care
- Early Help Intervention
- Education Psychology Service
- CHUMS
- Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy
- School Nursing Team
- Occupational Therapy
- Physiotherapy
- Hospital School tuition
- JIGSAW
- Education Welfare Service
- Alternative Providers

There are many others that we can access from time to time to help us secure the best possible support for our young people.

13. How is staff in the setting/school/college supported to work with children/young people with special educational needs and what training do they have?

- Helen Harrison is the Assistant SENCO & Deputy DSL, Mental health, EAL & Pastoral Lead.
- David Washington SENCO. He has oversight of SEND across both Primary and Secondary Schools within the Trust. He is the SENCO with many years' experience, both at TSLT and a large Upper School in Bedfordshire. He holds the National Award for SEN Coordination (NASENCO). David has completed the Specialist Assessor Award at Level 7 to support the assessing and teaching of Specific Learning Difficulties. He is also a trained coach to Level 7 and Lead trainer for the Autism Education Trust for Central Bedfordshire. David is a trainer for the Outstanding Teaching Assistant programme to support the LSAs within the Trust.
- As part of the Academy we run termly training for all staff on different aspects of SEND Practice.
- We have a large team of LSAs who have attended SEND training including: Autism Awareness training, English & Science and in SEND of Autistic Spectrum Condition, Visual Impairment, Hearing Impairment & Communication difficulties, CAMHs Tier 3 well-being, CHUMs well-being, Level 3 mentoring, Grief counseling awareness, Sounds Write, Letters and Sounds, Anger management, Restorative justice, Conflict Resolution, EAL, Autism^[1]_[SEP], Dyslexia, 1:1 tuition and Fresh Start Phonics.
- We use the local authority outreach service and external providers as needed.

14. How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?

- If a child with SEND is moving to another school, we will ensure they have an effective and successful transition. Our SENCO and relevant staff, will liaise with parents and the new school to ensure a smooth transition is in place.
- We will arrange meetings so that key information can be shared and a transition plan put into place.
- For children with Education and Health Care Plans, transition to middle school begins with the Year 3 annual review meeting. During this meeting, middle school options are discussed and visits to the schools can be arranged.
- A series of supported transition visits for the child will then take place in Year 4.
- Key children with SEND in the school have extra transition sessions in place when moving to a new year group, where they will meet their new teacher and visit the classroom

15. How accessible is the setting/school/college environment?

The Rushmere Park Academy site is fully wheelchair accessible including disabled toilets and ramps, except for currently our dining hall. We will do our best to cater for all needs within our school and would always suggest a meeting to tour the school and create a Personalised Emergency Evacuation Plan (PEEP) plan for each individual student with a disability.

In line with the SEND and Disability Act 2001 the school has an Accessibility Plan, which is available on our website.

16. Who can parents/carers contact for further information at the early years setting/school/college?

If you have any concerns at all about your child please come and see your child's **class teacher** in the first instance.

You can also speak to our **Assistant Special Educational Needs Coordinator (AST SENCO)**

- Helen Harrison: h.harrison@thesharedlearningtrust.org.uk

You can also speak to our **Early years Special Educational Needs Coordinator (SENCO)**

- Claire Vaughan: c.vaughan@thesharedlearningtrust.org.uk

You can also speak to our **SRP (Autism Provision) Special Educational Needs Coordinator (SENCO)**

- David Washington d.washington@thesharedlearningtrust.org.uk

Other Key Personnel

- **Principal** – Jonathan Callender
- **Safeguarding Designated Senior Person** – Annette Martin

External Links

- **Luton Local Offer** – <http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>



- **Central Bedfordshire Council Local Offer** <http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>



- **Central Bedfordshire SENDIASS Service**
<https://cbsendiass.org/>

Central Bedfordshire Local Authority Admissions Team

https://www.centralbedfordshire.gov.uk/info/5/school_admissions/505/contact_school_admissions_team

Central Bedfordshire SEND team –

https://www.centralbedfordshire.gov.uk/directory_record/1533/special_educational_needs_send

- **SEN Direct**
<https://www.sendirect.org.uk>



SEND PROVISION MAP

'CLASS ACTION' in class support for children we are monitoring

'SEN SUPPORT' group targeted Special educational provision

'EHCP' 1:1 class support for children with SEND.

COMMUNICATION AND INTERACTION (C&I)

- Quality First Teaching
- Flexible teaching arrangements
- Structured school and class routines
- Differentiated curriculum delivery
- Differentiated outputs
- Increased visual aids/symbols where needed
- Personalised delivery of instructions
- Registration in tutor groups
- Lunchtime and after school clubs

- Social skills lunchtime clubs
- Homework club
- In class support
- Exam access arrangements
- Handwriting intervention
- Mentoring
- Pupil Profile Sheets (PPS)
- Home/school book

- Access to specialist support
- Structured school and class routines
- Break & lunchtime supervision
- Before and after school support
- Outside agency advice
- ASC advisor
- Speech and language therapist
- Visual timetables
- Bespoke Personalised timetables

COGNITION AND LEARNING (C & L)

- Quality First Teaching
- Differentiated curriculum
- Differentiated delivery^[SEP]
- Differentiated outcome
- Tutor support
- Increased visual aids where needed
- Visual timetable where needed
- Use of writing frames where needed
- Short achievable tasks set
- Luton Literacy Intervention Programme (LLIP)

- In class support
- Exam access arrangements
- Core exam preparation
- Literacy lessons (English dept)
- Homework club
- Numeracy intervention^[SEP]
- Target spelling intervention
- Pupil Profile Sheets (PPS)

- Literacy intervention
- Letters and Sounds
- 1-1 intervention
- Personalised timetable
- ASDAN short courses Year
- Outside agency advice: Educational Psychologist
- Annual Review and reporting cycle

SEND PROVISION MAP

	'CLASS ACTION' in class support for children we are monitoring	'SEN SUPPORT' group targeted Special educational provision	'EHCP' 1:1 class support for children with SEND.
<p>SOCIAL EMOTIONAL & MENTAL HEALTH (SEMH)</p>	<ul style="list-style-type: none"> • Quality First Teaching • Whole school praise system • Assertive discipline levels • Registration • Assembly • Lunchtime and after school clubs • Pastoral Support Plans • Mentoring 	<ul style="list-style-type: none"> • Lunchtime pastoral support • Break and lunchtime drop in • Learning log/subject report • Lunchtime safe haven • Social skills club • In class support to keep focus • Reduced timetable where possible • Alternative provision where required • Exam access arrangements • Pupil Profile Sheets (PPS) • Individual behaviour plans • Timeout card • Referral to specialist services 	<ul style="list-style-type: none"> • Daily meet and greet • Risk assessment • Social stories and scenarios • Access to CHUMS • In class support to keep on focus • Exam access arrangements where applicable • Reduced timetable where appropriate • Student case conference • Outside agency advice: CAMH/ social worker • Behaviour Modification • SEAL intervention • Anger Management
<p>SENSORY AND/OR PHYSICAL DIFFICULTIES</p>	<ul style="list-style-type: none"> • Quality First Teaching • Flexible teaching and seating arrangements • Teacher awareness of Sensory and Physical Impairments • Medical care plans incorporated • Exam access arrangements • Personal emergency evacuation plans (PEEPs) • Access to school Nurse (full time) 	<ul style="list-style-type: none"> • Practical assistance in PE where needed • Exam access arrangements • Personal emergency evacuation plans (PEEPs) • In class support • Use of lift • Pupil Profile Sheets (PPS) 	<ul style="list-style-type: none"> • 1-1 support where needed • In class support • Student given physical assistance to lessons • Equipment transferred to lessons and set up for student • Specialist resources available where needed • Alternative PE activities available • Outside agency advice and training: visual impairment advisor/ hearing impairment advisor/ occupational therapist / Edwin Lobo