Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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School address:
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Sugar St, Rushton Spencer,
Nr Macclesfield, SK11 0SG

Telephone number: 01260 226303

Email: rps.office@ttlt.org.uk

Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

According to the SEN Code of Practice 2014, a child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others at the same age. Special educational provision means education or training that is **additional to,** or **different from** that made generally for others of the same age in a mainstream setting in England.

Rushton CE First School is a small school where all staff work closely and collaboratively to identify children who may be in need of additional support. This reflects our view that all teachers are teachers of SEND. SEND staff meetings, which are also attended by the SEND link governor, are held regularly. This means that pupils who are failing to make expected levels of progress are identified very quickly. Discussions take place to decide what action is required to support increased rates of progress.

Actions taken may be one or more of the following:

- The provision of a short-term intervention to try to close the attainment gap between the child and their peers – Eg EP Literacy Approach
- The provision of additional resources to support learning (a sloping board, pencil grips, coloured overlays etc)
- Further assessment or the completion of checklists to assess a child's profile (e.g. for Dyslexia, ADHD or Autism Spectrum Disorder)
- Referrals to health services for hearing/eye checks
- Referrals to outside agencies for support or additional assessment e.g. mental health services, behaviour support services, etc.
- Access to in-school programs such as Drawing and Talking Therapy
- Referral to the local SEND Hub

(Parental permission will be sought prior to any referrals being made).

Following the SEND staff meeting, a whole school provision map is created to timetable the support put in place throughout the school. Pupil Support Plans are written based on the *assess, plan, do and review* graduated response model. Further individual assessment of the pupil may need to be undertaken, prior to writing the plan, in order to make an accurate assessment of their needs. The Pupil Support Plan will be shared with parents/carers, pupils and any additional adults who work with the pupil. Progress towards these outcomes will be tracked and reviewed at the end of the plan with the parents and the pupil.

Where early intervention has not had any impact, or further assessment has led to a specific identified need, a child may be placed on the Special Educational Need register in school. This will be following further discussions with parents/carers.

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How we identify and assess needs

When entering children onto the SEN register, a primary need will be identified. The 4 broad categories of need (in accordance with the SEN Code for Practice 2014) are:

1. Communication and interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory/physical

What should I do if I think my child or young person needs extra help?

If you have any concerns, please discuss these with your child's class teacher in the first instance. This may result in a referral to the school SENDCo whose name is Miss L Mellor and who you can contact via the school office; telephone 01260 226303 or email: lmellor@ttlt.org.uk
We have a link governor with specific responsibility for SEND – Mrs K Scott.
All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

The school's SEND policy and other relevant policies and documents, relating to provision offered to our children, can be found on the school website.
Please visit: **https://rps.ttlt.org.uk/**

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

All children in our school receive Quality First teaching. When planning lessons, teachers take into account any personalised learning needs to ensure that all children have the opportunity to achieve and progress. Inclusive practice means that reasonable adjustments may need to be made to ensure access and engagement in all learning and enrichment activities.

Provision for children which is over and above the provision for other children is detailed on the school provision plan. When the collective and individual needs of pupils have been evaluated, resources are deployed at class, group and individual level to be as effective as possible.
Children with SEND may be supported through a range of interventions following Staffordshire's graduated response. These could include, but are not limited to:

- EP Literacy (Educational Psychology Service)
- Pre-teach and catch up
- Interventions to support and develop working memory
- Speech and language programs
- Speed up – handwriting program
- Drawing and Talking Therapy.
- Sensory breaks and circuits
- Positive behaviour plans
- Time to Talk

Any interventions and strategies being used to support children will be discussed with parents/carers and pupils and recorded on the pupil's Pupil Support Plan.
When Pupil Support Plans are reviewed, if the child is not making expected progress, despite the delivery of high-quality interventions, advice may be sought from specialist external agencies. This will only be undertaken after parental permission has been obtained and may include referral to:

- The Speech and Language Service (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Autism Inclusion Team
- Visual Inclusion Team
- Hearing Inclusion Term
- Behaviour Support Service
- Educational Psychology
- The Early Years Area SENCO
- The local SEND Hub

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Teaching, Learning and Support

- Specific Learning Difficulty Assessors (e.g. Dyslexia)
- The School Nurse

All services have their own criteria for involvement and some of them are privately funded.

For a small percentage of pupils whose needs are significant and complex and who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents/carers may consider requesting an EHCNA (Education, Health and Care Needs Assessment). This will be undertaken by the Local Authority and may result in an Education, Health and Care (EHC) plan being provided. This is a child-centred document which sets out the aims and needs of the child and details what needs to be implemented to support these aspirations. It is usually, but not always, accompanied by dedicated funds for the named pupil.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All teachers at Rushton have high expectations for all pupils. Children are provided with a broad and balanced curriculum which is delivered through Quality First Teaching to meet the diverse needs of all learners. Teachers plan using pupils' achievement levels, adapting work to match and challenge ability for all pupils in the classroom. When a child has been identified as having special needs, their work will be further adapted by the class teacher, if necessary, to remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

Dyslexia Friendly strategies are used during classroom practice and manipulatives are used in maths to support all learners as we believe that good practice for children with special educational needs is good practice for all children.
Students with a disability will be provided with 'reasonable adjustments' to facilitate their access to the curriculum. The school may provide specialised equipment to support pupils in the classroom, for example: coloured overlays, reading rulers, pencil grips, sloping desks, exercise books with coloured paper, ipads and labels for coloured pencils and pens.

Children are supported through statutory assessment processes according to need:

- They may complete the assessments in a quieter environment
- They may have certain assessments whereby an adult can read the questions
- If they use certain resources to support their learning, these may be used in an assessment
- Extra time may be provided for the children to complete the assessment.

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Teaching, Learning and Support

How resources are allocated to meet children or young people's needs?

The notional SEND budget is used to ensure that pupils on the SEND register, or those who are being monitored, receive the support that they need. The provision required is mapped out each term and funds are allocated to provide this. The SEND budget is used to fund the cost of Teaching Assistants, the purchase of resources, CPD for staff and in some cases, support from outside agencies.
When the needs of a pupil are greater than the provision that can be funded from the school's budget, funding from the local authority may be applied for in the form of an EHCP (Education, Health and Care Plan). Strict criteria need to be met in order for additional funding to be granted and it can be a lengthy process. Pupils in receipt of an EHCP receive support as specified in their individual plans.

How is the decision made about what type and how much support my child or young person will receive?

Discussions between class teachers, the Head teacher, Teaching Assistants, parents and the SENDCo all feed into decisions about what type of support will be provided for pupils. Rushton is a small school and all adults know each child individually and are therefore able to provide valuable information to support the decision-making process. Once a child's needs have been discussed, appropriate provision is put into place. These discussions may take place at designated staff meetings between teachers and the SENDCo or they may take place with parents/carers during consultation meetings. Once Pupil Support Plans have been written, they will be shared with pupils and parents/carers.
For pupils with an Education, Health and Care plan, the decision regarding the type and frequency of support will be reached when the plan is being produced or at Annual Review, as outcomes are set/revised at these points. At Annual Reviews, external professionals may be involved with planning the provision.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

Resources are purchased and provided according to need. They are regularly evaluated in relation to the needs of the pupils that we have in school. The SENDCo requests equipment which can be purchased from the school's notional SEND budget such as pencil grips, coloured reading overlays, intervention manuals, subscriptions to online intervention programs, sensory equipment, standing work stations, CPD materials etc.
Where more specialist equipment is required, e.g. Hearing Induction Systems, this is loaned from outside agencies.

How will you and I know how my child or young person is doing? *(IRR)*

Pupil progress is continually monitored by class teachers. Attainment against age related expectations in maths, writing and reading is formally recorded at the end of each term. Teachers then look closely at this data and identify where further intervention for individual children is needed. Attainment for all children against age related expectations will be shared with parents/carers at parent consultation meetings which take place in the Autumn and the Spring terms. A final end of year written report is also sent home at the end of the Summer term. This is a detailed report which informs parents of progress in all curriculum areas and of their child's attitude to learning. Parents are offered the opportunity of an additional parent consultation meeting if they wish to discuss the report further. If

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Teaching, Learning and Support

the pupil is in a year group where statutory assessments take place, the outcomes of these will also be documented in the report. Children entering Reception complete RBA (Reception Baseline Tests). In year One, the phonics screen is statutory and parents/carers will be advised if their child has passed the check. If they do not pass in year 1, they are given the opportunity to re-take the test in year 2. In year 4, children sit the MTC (Multiplication Test check) and these results will also be communicated to parents/carers.

For children who have been identified as requiring additional intervention, Pupil Support Plans will be written and shared with parents/carers and pupils. The targets on these plans will be reviewed regularly to evaluate the impact of any intervention/s. Additional assessments or checklists may also need to be completed for the review. New plans and new targets will then be shared with parents/carers and pupils. These meetings may coincide with parent consultation meetings or they may be additional. If school is concerned about a child's progress, a meeting will be arranged with parents/carers where permission to place a child on the SEND register may be requested. If a child is placed on the register, it is an indication that further advice and support may be sought from outside agencies and additional provision may need to be put in place or funding applied for. Parental permission will be requested at each stage.
For children in receipt of an EHCP (Education, Health and Care Plan), progress will be formally reviewed at an Annual Review. This review will collate and consider information from all adults involved with the child's education and will also include the views of parents/carers and pupils.

To try to keep communication clear and accessible for parents, we provide a weekly newsletter; a teacher or member of our support staff on the gate at the beginning and end of the day and parents can communicate with staff via email.

How will you help me to support their learning? *(IRR)*

Details of how to support at home may also be included on the Pupil Support Plan and are discussed when the plan is shared with parents/carers. This may involve supporting your child's learning at home through practising reading, facilitating your child's use of online intervention programmes, playing games etc. Parent information evenings are held at the start of each academic year to advise parents/carers on how they can support their child/ren as they enter a new year group. Additional sessions may be held to provide specific advice e.g on supporting your child with phonics or helping to prepare them for the optional SATS or MTC (Multiplication Table Check).

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

We value all children being able to express their views on all aspects of school life. Children have the opportunity to share their thoughts and ideas through class worship, in PSHE lessons, through the Pupil Council and the Christian Council and through pupil voice questionnaires about specific subjects.
Children who are receiving additional support will have a Pupil Support Plan in place. The targets on these plans are shared with the children. At the end of the plan, the targets will be reviewed with the children and next steps decided.

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Teaching, Learning and Support

If your child has an EHCP (Education, Health and Care Plan), or is a LAC (Looked After Child) their views will be sought prior to any review meetings.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

Each term, information regarding the progress and attainment of children with SEND is collated and analysed by the Headteacher and the SENDCO. The progress of children with SEND is compared to the progress of children without SEND in order to evaluate the effectiveness of the interventions and the provision in place. Trends, strengths and areas for development are identified. A Headteacher Report is produced for the governing body and it is discussed by governors at their termly meeting.

Individual pupil progress and the impact of interventions is discussed by teachers at the termly SEND staff meeting which is also attended by teaching assistants and the SEND governor when possible. This information then feeds into the provision plan and targets on Pupil Support Plans.

The views of pupils and parents/carers are gained at review meetings and questions relating to the SEND provision are included on Parent View surveys completed by parents/carers.

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Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Parents/carers drop their child off at the school gate each morning, where they will be greeted by a member of staff. At the end of the school day, teachers or teaching assistants supervise the collection of the child to their parent/carer or other authorised person. Parents/carers will be contacted if permission has not previously been given for the child to be collected by someone else.

At lunchtimes and break times, the children are supported by teachers or teaching assistants.

All trips are risk assessed and these are submitted for approval prior to the event taking place. General risk assessments are carried out if an activity is considered higher risk than normal school activities. Additional risk assessments will be completed for individual pupils if deemed necessary/appropriate.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

Our vision and values are at the heart of our school and we offer a wide variety of pastoral support for pupils. These include:

- an evaluated Personal, Social, Health and Education (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills that they need to enhance their emotional and social knowledge and well-being.
- We aim to create an environment that is built on respect and where children know that bullying will not be tolerated. Teachers deal with reports of bullying seriously and record information via the school management system (Arbor). *Our PSHE policy and Anti-bullying policy can be found on the school website under the School policies tab.*

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Safety and wellbeing

- *Friendship issues are dealt with by teaching and support staff and followed up accordingly. Often, Circle time or Friday feelings sessions, may be a time when disputes are discussed resolved. Parents may be informed if persistent problems occur between pupils.*
- *Class rules, including friendship rules are discussed with classes at the beginning of the year and they are reinforced through classroom displays and stories.*
- Pupil and parent/carer voice mechanisms are in place e.g. open-door policy, questionnaires, pupil council. These are monitored for effectiveness by the Headteacher.
- Small group or individual evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups.
- Attendance is monitored by the Head teacher School Support Manager.

Pupils with social care needs or looked after children: The school works closely with the Local Support Team, Virtual School team and Safeguarding and Social Services to support pupils. Appropriate services may include a Key worker such as a counsellor, Family Support Worker or Social worker, as appropriate.

How will you manage my child or young person's medicine or personal care needs?

If a child has been prescribed medication for a minor illness, a form must be completed by the parent upon arrival at school. Staff will then administer the medication at the time specified by the parent. Staff complete a form stating the dosage, time the medicine was administered and the member of staff who acted as a witness. The medicine is returned to the parent at the end of the school day. On occasions, parents may request that staff administer non-prescribed medication such as Calpol or Allergy relief to their child. This is at the discretion of the Headteacher.

If a child has an ongoing medical need, then a detailed Care Plan is compiled in consultation with parents/carers and, if appropriate, the pupils themselves. The school nurse can be consulted if necessary. Care Plans are discussed with all staff involved with the child and are reviewed annually or earlier if necessary. All medicine administration procedures adhere to local Authority guidelines and our own school policy. Regular training is undertaken to ensure all staff are up to do date e.g. allergies, anaphylaxis and asthma awareness. Details of children with food allergies are displayed on the noticeboards in the staffroom and the kitchen. A high percentage of staff are trained in basic first aid, but in the case of a medical emergency, the school would contact the emergency services for advice and inform the child's parent immediately.

Our school attendance policy requests that routine medical appointments are taken out of the school day times. However, we understand that urgent appointments may require time off for the pupil during the school day. Teachers may ask parents to complete missed work with their child if appropriate or alternatively, the child will be given extra time or support in school to help them catch up.

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Safety and wellbeing

What support is there for behaviour, avoiding exclusions and increasing attendance?

Positive behaviour plans may be put into place to identify targets to improve behaviour. These will be discussed and reviewed with pupils and parents regularly.
The behaviour policy, (found on the school website), details the stages the school goes through to avoid exclusions.
Attendance is monitored by the Head teacher and School Support Manager.
Attendance certificates are awarded for excellent attendance at the end of the school year.

How do you support children who are looked after by the local authority and have SEND?

Mrs S Cockersole is the designated teacher for LAC (Looked After Children). Looked After Children have a PEP (Personal Education Plan) written by the school, the social worker and any other relevant agencies. This will be drawn up to outline needs, support and outcomes for the looked after child. It will then be agreed and approved by the Virtual School. School will make the best use of any additional accompanying funding in order to secure the best outcomes for the child.

This may include: providing additional adult support; resourcing specialist intervention programmes; buying in support from specialist providers or training for staff.

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Working Together

Who is involved in my child's education?

Children will be taught primarily by their class teacher whose role it is to ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet children's individual needs. They may be taught by specialist teachers e.g. for music. In Forest School, they are taught by a qualified Forest Schools leader. Teaching assistants provide support for learning in some lessons.
The SENDCo may also be involved in your child's education if they have additional needs.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Individual children's progress is discussed at termly SEND staff meetings. All reports from outside agencies and Pupil Support Plans are shared with teachers and teaching assistants. All staff working with a child are involved in discussions regarding progress, prior to new targets being set.
All relevant staff attend and contribute to Annual Review meetings for children with an EHCP (Education, Health and Care Plan). Class teachers and teaching assistants attend training by professionals to ensure that we understand how to best support pupil's individual needs.

What expertise do you have in relation to SEND? *(IRR)*

Rushton CE First School understands the importance of staff undertaking quality CPD (Continued Professional Development) to ensure that they have an extensive knowledge of how to support children with additional needs. Recent training includes:

- Supporting children with speech, language and communication difficulties
- Training on epi-pens, allergens, asthma and Care Plans
- Attachment and Trauma informed Practice
- Drawing and Talking Therapy
- Autism Awareness and Inclusion
- Neurodiversity
- DCD (Developmental Co-ordination Disorder)
- Supporting Children's Mental Health
- Lego Therapy
- ADHD
- FASD – Fetal Alcohol Spectrum Disorder

In addition to this, teaching assistants have experience of delivering a wide range of intervention programs.

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Working Together

Miss Mellor is a qualified SENDCo, having completed the National SENDCo award. She attends termly update meetings and relevant CPD to ensure her knowledge is current.
Mrs Scott also hold the National SENDCo award.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

We work with a number of outside agencies and services in order to provide the best support to our children. Sometimes this involves contacting them for advice or training whilst at other times we may refer children for more direct specialist support. Some of the agencies/services we access are:

- The Speech and Language Service (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Autism Inclusion Team
- Visual Inclusion Team
- Hearing Inclusion Term
- Behaviour Support Service
- Educational Psychology
- The Early Years Area SENCO
- The local SEND Hub, including outreach services
- Specific Learning Difficulty Assessors (e.g. Dyslexia)
- The School Nurse
- Staywell
- Virtual School for Looked After Children
- Mental Health Support Team

Who would be my first point of contact if I want to discuss something?

Your child's class teacher is usually your first point of contact. They can then arrange a meeting with the SENDCo to discuss your concerns further if needed.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

Miss L Mellor is the SENDCo and she can be contacted by telephone on 01260 226303 or by email **lmellor@ttlt.org.uk**

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Working Together

What roles do your governors have? And what does the SEN governor do?

Each governor has the role of being a link governor where they have responsibility for one or more areas of school life. Our dedicated governor for LAC is Dr J. Pears and he meets regularly with the designated teacher for LAC to discuss relevant issues. The we have a dedicated SEND governor who attends termly SEND staff meetings to monitor the quality and effectiveness of the SEND provision. They also help to raise awareness of SEND issues at governor meetings.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

At Rushton, we value and celebrate each child being able to express their views on all aspects of school life. Class teachers regularly plan PSHE lessons which involve children in discussions on themes which deal with important issues to them. A Pupil Council is elected at the start of each year and, in recent years, they have been involved in the decision-making process for choosing a new school uniform and in the selection process for new staff. We also have an ECO Council and a Christian Council who collect the views of the pupils and represent them in discussions when decisions are being made pertaining to these two areas.

With regards to SEND specifically, targets on the Pupil Support Plan are shared, discussed and reviewed with pupils, where appropriate. Children's views are also gathered when reviewing EHCPs and PEPs (Personal Education Plan – for Looked After Children).

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

School welcomes parent volunteers for reading support, help with educational visits/sports events and for other school events.
We request parental feedback at Pupil Support Plan review meetings, EHCP Annual Review meetings and in parental surveys.
There is provision on the governing board for parents/carers. When a vacancy arises, parents/carers are invited to apply to be a governor. If there are more applications than positions available, an election is carried out and other parents/carers will consider each application before deciding who they wish to vote for as a governor.

What help and support is available for my family through the setting? *(IRR)*

The SENDCo, class teachers and Head teacher meet regularly with families to offer support and signpost services. The SENDCo works with families of pupils with SEND to provide support and guidance. Referrals are made to external services e.g. CAMHS (Child and Adolescent Mental Health Services), Early help, the SEND and Inclusion Hub, the Autism Inclusion Team, SALT and other services when required.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

Rushton is an inclusive school where all children are encouraged to take part in a wide range of extra-curricular clubs and enrichment activities. We ensure that all activities are available to all children with adjustments being made when needed. All children are encouraged to fully immerse themselves into the school life by participating in workshops, theme days, transition days, school productions, church services, sporting events, enrichment activities, Forest School, residential trips and being class representatives on the Pupil, Eco or Christian Council.

A before and after school club is provided by the school and it is staffed by teaching assistants who know all children very well. It is fully inclusive and runs from 8.00-8.30 and 3.10-5.10. It is term time only and there is a charge for this provision. In addition to this, free of charge sports clubs are provided for pupils in Year 2, 3 and 4 before school on three mornings each week.

Provide details of the physical accessibility of the setting IRR

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Not Accessible ☐

Details (if required)

The school is on one level so it is accessible to all. Our Accessibility Plan is available on our school website.

Are disabled changing facilities available? Yes ☐
No ☒

Details (if required

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Inclusion & Accessibility

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

There is an accessible toilet in The Willows classroom. This is separate from the school building.

Do you have parking areas for pick-up and drop-offs? Yes ☒
No ☐

Details (if required)

Our large car park is adjacent to the playground and is on the same level as the school building. It is a short walk from the car park to the school entrance.

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐
No ☐

Details (if required)

How accessible is the setting's environment? IRR

Rushton is a small, rural school committed to inclusion. We work with parents/carers and seek advice from external agencies, where necessary, to achieve our aim of equal access for all pupils. This may occur in a variety of ways including changes to the physical environment; provision of additional adult support, provision of visual timetables, delivery of a sensory diet, relevant displays or the provision of additional resources such as standing work desks, sloping boards etc.

In line with statutory guidance, the school has an Accessibility plan which is regularly reviewed and available to read. Please contact the school office on rps.office@ttlt.org.uk

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Inclusion & Accessibility

What forms of communication does the setting use to ensure inclusivity? IRR

We communicate information in a variety of ways; we have a weekly school newsletter and an email system. There is always at least one member of staff available on the gate each morning to answer any questions. At the end of the day, there are multiple members of staff available to speak to.

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Joining and moving on

Who should I contact about my child or young person joining your setting? *(IRR)*

Contact the school office on 01260 226303 or email **rps.office@ttlt.org.uk** for any queries regarding admission places or to begin arrangements for your child to join our setting.
Further information can be found in our Admission policy on our school website.

Admissions

How can parents arrange a visit to your setting, school or college? What is involved?

We welcome visits to the school from parents/carers at any time although these need to be arranged in advance. Please contact the school office to arrange a convenient time. **rps.office@ttlt.org.uk**

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

For children starting the Early Years class
Transition days are planned during the summer term prior to the child starting school. Parents are invited to stay with their child for the first few visits or until the child feels safe and comfortable in the care of school staff. Information is gathered from previous settings such as day nurseries or if a child has been cared for by a parent/family member so as much information as possible is collected.

For children joining or leaving our school mid-way through the year
If your child is joining from another school, they will be invited to visit and spend some transition time in their new class prior to starting. The class teacher will make contact with your child's previous teacher to ensure that the transition is as smooth as possible. If your child has additional needs, the SENDCo will liaise with the SENDCo of your child's previous school to discuss any provision, outside agency involvement, funding etc. They will request relevant documentation and

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Joining and moving on

information held by the previous school. If your child is leaving Rushton mid-way through the year, we will follow the process in reverse – we will contact their new school and pass on any relevant information and documentation, such as provision maps, pupil support plans, reviews or reports from outside agencies, to ensure that their transition is smooth and that the new school has been made fully aware of any barriers to learning that your child may have.

For children moving classes within Rushton CE First School

If your child is moving to a new class within Rushton, they will have the opportunity to spend 2 or 3 days in their new class in the summer term. This allows them to get settled into new routines and to hopefully eradicate any worries they may have prior to starting in their new class in September. Teachers will meet to discuss pupils who are moving classes and information regarding SEND and the provision in place will be passed on. As Rushton is a small school, all teachers know all children in the school and likewise, all the children know all teachers well, so transition between classes is usually a very smooth process.

For children leaving our school at the end of year 4

The transition of children into the local middle school system is very well organised. Pupils are invited to attend open days at both local middle schools before making a decision on their next choice of school. During the summer term, children in year 4 have the opportunity to attend 2 or 3 transition days at their chosen middle school. Additional days are offered for children with SEND and vulnerable children. In addition, teachers from the middle schools visit Rushton to speak to the pupils and to meet with the teachers. Discussions take place about each individual pupil. For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

Where pupils are moving on to new schools outside of the middle school system or further afield, individual transition arrangements will be made with those schools and communication between teachers and SENDCos will take place via telephone or a virtual meeting.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

You can contact Staffordshire SEND Family Partnership via the following link.
SEND Family Partnership

When was the above information updated, and when will it be reviewed?

This information report was updated in October 2026.

It will be reviewed and updated in October 2027.

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info**

Staffordshire Local Offer

What can I do if I am not happy with a decision or what is happening? *(IRR)*

In the first instance, please speak to your child's class teacher who will arrange a meeting with the SENDCo and/or the Headteacher if needed.

Should you still feel unsatisfied by the response, you can follow the Talentum Learning Trust's complaints policy a link to which can be found on the school's website.

Type of Setting *(tick all that apply)*

☒ Mainstream	☐ Resourced Provision	☐ Special		
☒ Early Years	☒ Primary	☐ Secondary	☐ Post 16	☐ Post 18
☐ Maintained	☒ Academy	☐ Free School	☐ Independent/Non/Maintained/Private	

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Additional Information

☐ Other (Please specify below)

DFE Number

860-3103

District

☐ Cannock	☐ Lichfield	☐ East Staffordshire	☐ Tamworth
☐ Newcastle	☒ Moorlands	☐ Stafford	☐ South Staffordshire

Specific Age range

4-9

Number of places

35

Which types of special educational need do you cater for? *(IRR)*

☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

☐ Resource for autism	☐ Resource for social, emotional and mental health
☐ Resource for cognition and learning difficulties	☐ Fully accessible environment – for pupils with physical or sensory needs
☐ Deaf friendly	☐ Resource for moderate learning difficulty
☐ Resource for physical disability	☐ Resource for profound and multiple learning difficulty
☐ Resource for severe learning difficulty	☐ Resource for speech, language and communication needs
☐ Visual impairment friendly	

Other specialist support/equipment:

☐ Specialist technology

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Additional Information

Comment:

- ☐ Rebound trampoline
- ☐ Accessible swimming pool
- ☐ Outreach and family support
- ☐ Bought in support services
- ☐ Sensory room/garden
- ☐ Hydrotherapy
- ☐ Medical
- ☐ Therapy services
- ☐ Hearing loop