



Rugby Free
Primary School

Rugby Free Primary School SEND Information Report 2025-26

SENDCo: Kathryn Swain

Rugby Free primary School is a fully inclusive mainstream primary school and we believe that every child is unique and deserves an education which ensures that their full potential is achieved personally, emotionally and academically. We treat each child as an individual, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. This report gives you information regarding the ways in which we ensure we support all of our pupils with Special Educational Needs and Disabilities (SEND), in order that they can realise their full potential. Provision may change and develop over time.

At Rugby Free Primary School, our intention is to ensure that all children receive a high-quality education with a broad and balanced curriculum, which will help them to achieve success and reach their individual potential. We aim to equip pupils with skills necessary for success in life beyond their primary education, regardless of need or disability. We believe that this will help them to become curious and resilient learners, kind and respectful citizens with the skills to collaborate and continue to endeavour. Throughout our SEND provision, the children are at the centre of our work. We intend to build independence in our children with additional needs, through providing an accessible and engaging learning environment. We believe that partnership with parents and carers is vital, as well as working alongside external agencies and professionals to continuously improve our provision for children with additional needs.

What kinds of SEND do children have in your school?

SEND stands for Special Educational Needs and/or a Disability.

Someone has SEND if they:

- Have a learning difficulty which makes learning harder.
- Have a disability, e.g. physical disability or neurological condition such as autism.

A child is considered to have a SEND if they require special educational provision, namely provision which is different from or additional to that normally available to pupils of the same age (SEND Code of Practice, 2015).

Typically, children with SEND in our school have difficulties which fall under the four main areas of SEND:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory or Physical Needs.

How will I know if my child has a SEND and how will they be supported?

Once a child is highlighted as having possible SEND, their class teacher will complete an Initial Concerns Form which gives the SENDCo an overview of the child and areas of support needed. A child is considered to have a SEND if they require special educational provision, namely provision which is different from or additional to that normally available to pupils of the same age (SEND Code of Practice, 2015).



Support for pupils falls under three categories: Universal, Targeted and Specialist Provision. Learners who make less than expected progress with Universal Provision, will receive some targeted support, according to their needs. This includes, but is not limited to, an Individualised Support Plan (ISP) or One-Page Profile to detail their needs, individual support to access the curriculum or access to evidence-based interventions. Interventions include Precision Teach, EPATT reading, EPATT spelling, EPATT maths fluency, MOVES, Lego Therapy and WellComm.

Occasionally, children will also require specialist intervention, for example from an Educational Psychologists, Speech and Language Therapist or the Integrated Disability Service.

Children identified as having SEND will receive additional support from teachers, teaching assistants and support staff depending on their area of need using the three waves of provision described above.

Where can I find information about the school SEND Policy?

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. This is available on our school website <https://www.rugbyfreeprimary.co.uk/key-information/send/> or from the school office. If you would like to discuss our SEND provision or find out more, please contact the school.

How will I know that my child is making progress?

Children's learning is assessed on a daily basis; however, each term teachers formally review children's progress and attainment. Next steps are then decided during pupil progress meetings between teachers and the Senior Leadership Team. Teachers meet with parents at least twice a year (three times a year if a child is identified as having SEND and has an ISP in place) to discuss progress, and parents receive a formal written report once a year.

Children with SEND may receive some targeted support through an ISP (Individual Support Plan). Class teachers, with support from the SENDCo, will create personalised SMART targets for each child, which are small steps of easily measured progress. These targets will be reviewed termly alongside parents. If your child's class teacher is concerned about their levels of progress, they will arrange a meeting with you to discuss this and the support put in place for your child.

How do you check and review the progress of my child and how will I be involved?

All children are assessed against the national expectations for their year group. If appropriate, children with SEND will be given smaller step targets through their ISP. We believe that parents are the first educators of their children and we believe partnership with parents and carers is vital. As part of this, there is at least a termly meeting with parents of SEND pupils who have an ISP. At these meetings, progress and targets will be shared and reviewed. Parents can bring family members or friends to review meetings, or contact SENDIAS (Special Education Needs, Information, Advice and Support Service) for advice and support at: <https://www.warwickshiresendiass.co.uk/>

How do teachers help pupils with SEND?

High quality teaching is our first step in meeting the needs of children with SEND. This may include adaptations to the curriculum or lessons to allow a child to access an objective more easily or reasonable adjustments to a learning environment. Our ethos and mission statement is embedded in everything that we do. Our teachers have the highest possible expectations for your child and all pupils in the class. All teaching is based on building on what your child already knows, can do and can understand and moving this on to the next stage. Your child's class teacher will put in place different teaching methods so that your child is fully involved in their learning. This may involve using more practical resources or adapting resources. Your child's teacher may put in place specific strategies to enable your child to access or further develop their learning. Your child's teacher will carefully monitor progress. There is more information about the school curriculum and provision and our SEND policy on our website at:

<http://www.rugbyfreeprimary.co.uk>

How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?

Our school is safe and we do our best to make it welcoming to the whole community. All classrooms are inclusive environments where inclusive teaching practices are implemented. We have a modern building with disabled access throughout and firmly believe all children should have access to the totality of school life. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have many different facilities to help SEND children throughout our school, e.g. accessible doors, a disabled toilet, a lift to access the first floor, writing aids, quiet withdrawal rooms etc. An Accessibility Plan is in place and available from the school office. Gates and doors which lead out of school are locked and only staff members are able to open them.

Is there any extra support available to help pupils with SEND with their learning?

Our school has the privilege of promoting the formation of the whole person through the pastoral care, support and guidance given by the school to its pupils. We have a range of staff to support pupils and address any additional needs. This may be through adapted teaching in the classroom, through small group or 1:1 work or through joint work with an external specialist. All provision will be noted on a child's individual support plan or one page profile.

Some children may require further specialised support in the form of an Education Health and Care Plan (EHCP). An EHCP is a legal document which formalises the support your child will receive. EHC Plans are for complex, long-term needs and when a child's progress suggests they need more targeted support. A request will need to be made to the local authority to carry out an assessment if school, or parents, believe a child needs an EHC Plan.

What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?

Our school has a range of extra-curricular activities available to different groups of children including various different after school clubs, lunchtime sports facilities and school trips. Details of these are sent home throughout the year via e-mail and will be available on our website. Every child has the same opportunities to access these extra-curricular activities. For children with specific social and communication difficulties, there is lunch time provision in a quiet setting to encourage children to form relationships and build social skills such as turn taking and working collaboratively.

How does your school support pupils' emotional and social development?

Our strong community ethos encompasses support for the individual with their social and emotional development. All children participate in Personal, Social, Health and Citizenship, (PSHCE), lessons in their classes, however for children with specific social, mental or emotional health difficulties we facilitate access to small group or individual support. Our Family Support Worker works with pupils on a 1:1 or small group basis to work on emotional literacy, social, emotional and mental health needs. We may also seek advice from Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies and charities such as MIND. Many of our support staff are trained in interventions to support the mental health and wellbeing of our students, such as Drawing & Talking Therapy and Lego Therapy.

Who should I contact if I want to find out more about how the school supports pupils with SEND?

The school SENDCo (Special Educational Needs & Disabilities Co-ordinator) is Mrs Kathryn Swain who is the member of staff who oversees SEND provision. Please contact her through the school office if you would like a meeting.

How are the adults in school helped to work with children with SEND and what training have they had?

Our school strives to provide high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND needs or to support identified groups of learners in school, such as children with autism or dyslexia. Teachers and other staff will attend training courses run internally by highly skilled staff or run by outside agencies that are relevant to the needs of specific children in their class e.g. medical/health training, ASC training etc. Staff will work closely with specialists from external support services who may provide advice or direct support as appropriate. Staff have regular meeting with their line managers and are always welcome to request additional training based on interest or on a need they see in the classroom.

What if my child needs specialist equipment or other facilities?

School may provide SEND equipment where appropriate and in consultation with specialist agency advice. Examples of equipment the school may provide are raised writing desks, pencil grips, ear defenders, fidget toys, sensory items such as weighted toys, coloured overlays, iPads or computers. The Local Authority provides specialist equipment such as wheelchairs/standing frames etc. when prescribed by a relevant health specialist.

How will I be involved with planning for and supporting my child's learning?

If your child is considered to have a SEND, you will be invited to meet with your child's class teacher three times per year, once per term, to review ISP targets. At these meetings progress and targets will be shared and reviewed before planning next steps for your child. We believe that partnerships with parents and carers is vital and always welcome your support and input.

How is my child involved in his /her own learning and decisions made about his /her education?

Part of our everyday teaching practice includes self-reflection; children are regularly encouraged to reflect on their learning and progress through self and peer marking, discussions with the teacher around next steps and teachers providing a high challenge curriculum for children for children to work to. Part of this is their involvement in self-assessment. Children reflect on their own practice and identify next steps and personal targets. School regularly considers pupil views and uses this to support the children in their learning. Children are invited to discuss ISP targets and outcomes with staff and child voice is always considered as a vital part of the review process and recorded.

Who should I contact if I have concerns about my child's learning and / or progress?

Your first step should always be to talk with your child's class teacher. If you continue to have concerns, you should contact the SENDCo. If this still does not resolve your concerns, you should make an appointment to see the Assistant Head Teacher and Inclusion Lead (Miss Finch) or the Head Teacher (Miss Butters). If the matter is not resolved, you should put your concern in writing to the Chair of Governors, care of the school office.

Who else provides services in school for children with SEN or disabilities?

The range of agencies and support services school works with include, but are not limited to:

- Specialist Teaching Service (STS)
- Integrated Disability Service (IDS)
- Educational Psychology Service (EP)
- Speech and Language Therapy (SaLT)

- Occupational Therapy/Physiotherapy
- RISE
- School Nurse (Connect for Health)
- MHST (Mental Health in Schools Team)

Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

In the first instance, please contact the SENDCo who will be able to give you the details of services such as, but not limited to:

- NHS Services
- SENDIAS (Special Education Needs, Information, Advice and Support Service) <https://www.warwickshiresendiass.co.uk/>
- CASS (Community Autism Support Service)
- RISE (Coventry and Warwickshire's CAHMS Service)
- Family Information Service

How will you help my child make successful move into the next class or secondary school or other move or transition?

Transition arrangements are in place for all children, however, where appropriate, additional transition programmes are implemented and discussed with parents to support a successful move into their next class. Class teachers take part in transition meeting where each child's needs are discussed with their new teacher. For children new to school in Foundation Stage, extra home visits and nursery visits may also be appropriate to ensure a smooth transition. It is possible that the SENDCo will be involved in these additional visits alongside the class teacher. We also liaise closely with other receiving and feeder schools to ensure a smooth and successful transition. Where appropriate, enhanced transitions take place for children when they transition to the next phase of their education. This may include, but is not limited to, additional visits to their new secondary schools, enhanced transition meetings with teachers and parents and the receiving school's SENDCo attending annual review meetings (for children with an EHCP).

Where can I find out about other services that might be available for our family and my child?

Although Rugby Free Primary School is independent of the Local Authority, we buy into services as required and work closely with SEND services to ensure our children get the very best possible provision.

The Warwickshire Local Offer website has information about the services that are available. This can be accessed at:

<https://www.warwickshire.gov.uk/send>