

Special Educational Needs and Disabilities Information Report 2025 - 2026

Rucstall Primary School

In compliance with Section 69 (2) Children's & Families Act 2014
& regulation 51 of SEND Code of Practice 2014



Inclusive Provision

Introduction –

The kinds of Special Educational Needs and Disabilities provision made at the school.

Rucstall Primary School is an inclusive mainstream setting in an open plan building.

We ensure that all children are valued equally, striving to have all children to reach their full potential regardless of any identified need. All children are entitled to have access to a broad and balanced curriculum and this is actively scaffolded throughout all aspects of our curriculum. This is monitored at a subject leader level as well as by the school's SENCo.

Information about the school's policies for the identification and assessment of pupils with SEND

Question	School Response
<p>1. How does the school know if children need extra help and what do I do if I think my child has special educational needs?</p>	<p>At Rucstall Primary School children are identified as having SEND through a variety of ways, including:</p> <ul style="list-style-type: none"> • Liaison with pre-school or previous setting; • Child performing significantly below age expected levels; • Concerns raised by parents; • Concerns raised by teacher for example; behaviour, self-esteem or lack of academic progress is affecting performance • In class support or interventions have not resulted in expected or accelerated progress; • Difficulties highlighted by standardised assessments; • Liaison with external agencies such as Children's Therapy Services, Specialist Teacher Advisers; • Diagnosis through a paediatrician; • Consultation and/or assessment by an EP (Educational Psychologist) <p>If you have concerns about your child, in the first instance, please make an appointment to speak with your child's class teacher who may then involve the SENCo.</p>

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	<p>The Special Needs Coordinator (SENCo) is a member of the Senior Leadership Team who is responsible for the overview of the education of pupils with special educational needs. The SENCo's role includes implementing the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:</p> <ul style="list-style-type: none"> • Setting suitable learning challenges; • Responding to pupils' diverse needs; • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. <p>The SENCo monitors the quality of provision and progress of children with SEND.</p>
<p>Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans. Including: How the school evaluates the effectiveness of its provision for such pupils The school's arrangements for assessing and reviewing the progress of pupils with SEND</p>	
<p>2a. How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • The first point of contact for a parent is always the class teacher. A meeting can be scheduled with the office team to enable this discussion to be had. Should this need further discussion, the SENCo and Pastoral Lead are then available for additional signposting. • Practical advice will be shared to help your child at home with an understanding that children may present differently in the different environments. • A child's education should be a partnership between home and school. Therefore, we aim to keep communication channels open and communicate regularly - especially if your child has complex needs. • Research shows that support at home is the most important indicator of a child's progress and future success. Parents and carers of children of all abilities, are encouraged to support their children at home to ensure that they make the best possible progress. • Research also shows that children who have additional needs make significantly more progress when supported at home. • If your child is on the SEND register, they will have a Pupil Passport, which provides details of the child's strengths, areas of need and intervention requirements. If your child has an

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	<p>Educational Health Care Plan (EHCP), targets from this document will be identified on the Pupil Passport.</p> <ul style="list-style-type: none"> • Interventions are delivered consistently by trained staff members and monitored regularly. At the end of each half term, these documents are then analysed by the SENCo to identify any successes or modifications. • If your child has complex SEND, they may have an EHCP. Evidence will be collected from a range of outside professionals and then submitted to Children's Services SEND team at Hampshire County Council for consideration. Meetings will then be held annually to review the successes of the plan and refine any targets at the end of each significant milestone (End of EYFS, End of KS1, End of KS2).
<p>2b. How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • As a school, we measure children's progress in learning against National age-related expectations (ARE) on a termly basis. • The class teacher continually assesses each child and identifies areas where they are succeeding or need support. This is then addressed in class with scaffolded support being offered. In addition to this, a child with SEND will receive carefully selected intervention programmes. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including National Curriculum descriptors and a range of statutory and non-statutory tests, including those that give a standardised score. • Children who are not making expected progress are identified through pupil progress meetings with the class teacher and Senior Leadership Team. In this meeting, a discussion takes place around why individual children are experiencing difficulty and what further support is required to help them to make progress. • The SENCo examines progress of children on the SEND register termly and further assessment or advice given if progress is slow. • If a teacher has a specific concern that has not been addressed with High Quality Inclusive Teaching (HQIT) a record of concern is written and shared with the SENCo.

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<p>2c. How the governors involved and what are their responsibilities ?</p>	<p>The SENCO reports to the Governors to inform them about the progress of children with SEND. Reports do not refer to individual children and confidentiality maintained at all times.</p> <ul style="list-style-type: none"> • All reports are submitted to the Governing body. • The Governors agree priorities for spending within the budget with the overall aim that all children receive the support they need in order to make progress.
<p>2d. How will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?</p>	<ul style="list-style-type: none"> • Rucstall's SENCo oversees the provision and progress of every child with SEND. Where necessary, it is the responsibility of the SENCo to request additional support for outside agencies such as Speech and Language or Educational Psychologists, • The class teacher will oversee, plan and work with children with SEND in their class to ensure progress. • There may be a Teaching Assistant (TA) working with your child either individually or as part of a group under the direction of the class teacher, SENCo or an outside agency professional such as a Speech and Language Therapist (SALT). • Communication with families is given in a timely manner. • The class teacher will meet with parents and carers on a termly basis (this could be as part of Parent Consultation Evening) to discuss the child's needs, support progress and targets for the future. • For further information, an appointment with the SENCo can be arranged to discuss support in more detail.
<p>The School's approach to teaching pupils with SEND</p>	
<p>3. How will the school staff support my child? What are the school's</p>	<ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being and we have a caring, understanding team looking after our children. • Where appropriate tasks are scaffolded so that all children are able to access learning and make progress.

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<p>approaches to differentiation and how will that help my child?</p>	<ul style="list-style-type: none"> • Children are able to access every lesson through HQIT and additional scaffolding, where necessary. They are encouraged to foster independence at all stages of their learning through the use of toolkits, peer support and carefully constructed resources such as now and next boards or choice boards. • All children are given the necessary tools to succeed following the school's carefully devised adaptations menu. These environmental supports are carefully considered to ensure the best possible success based on each child's individual presentation.
<p>How the school adapts the curriculum and learning environment for pupils with SEND</p>	
<p>4a How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • The class teacher is the first point of contact for any progress or curriculum concerns. • Class teachers have a principal role in the planning and delivery of appropriately differentiated teaching for the children with SEND in their class. • Class teachers are aware of the school procedures for assessment, identification and analysis of the data of pupils with SEND. • Curriculum planning will recognise the learning needs of all pupils. • Where a child is on the SEND register, the class teacher discusses the range of additional support available with the SENCo. • The class teacher will prepare a Pupil Passport discussed with the pupil and with liaison with the SENCo, then shared with parents or carers. • Assessment documents will be reviewed and monitored by the SENCo at least half-termly.
<p>4b How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. • A risk assessment is completed prior to any off site activity to ensure everyone's health and safety. In the unlikely event it is considered unsafe for a child to take part, then alternative activities will be made available. • All children at Rucstall Primary School are welcome to attend school clubs (when available) and we will endeavour to support children with specific needs to access these.

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Additional support for learning that is available to pupils with SEND	
5. How is the decision made about what type of and how much support a child will receive?	<ul style="list-style-type: none"> • The class teacher, with the SENCo and the SLT, will discuss the child's needs and appropriate support. Parents and carers will be involved following these professional dialogues. • If necessary, advice from specialist advisers and outside agencies is sought. • Different children will require varying levels of support to ensure progress so that they can achieve age related expectations. • Support is monitored through on-going discussions, class observations and assessments.
Support that is available for improving the emotional and social development of pupils with SEND	
6a. What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> • The class teacher has overall responsibility for the pastoral, medical and social care of all children in their class. Therefore, the class teacher should be the parent and carers as the first point of contact. • If further support is required, the class teacher is to liaise with the SENCo for further advice. This may involve working alongside outside agencies such as Health and Social Services, CAMHS, Primary Behaviour Support Service etc. • The school has an ELSA (Emotional Literacy Support Assistant) who works closely with all staff. The ELSA works with children who may be vulnerable or require extra emotional support for a time. This takes place during the school day.
6b. How does the school manage the administration of medicines?	<p>The school has a separate policy regarding the administration and managing of medicines on the school site.</p> <ul style="list-style-type: none"> • If medication (GP prescribed) is required during the school day, parents need to contact the school office directly. Information cannot be taken by other members of staff at the door. • On a day-to-day basis, the office team oversee the administration of any medicines. • Staff have regular training and updates about medical conditions and prescribed medication so that all staff are able to manage medical situations. • Many members of staff have a paediatric first aid qualification.

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<p>6c. What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>As a school, we have a very positive approach to all types of behaviour with a clear reward system based on our school values followed by all staff and pupils.</p> <ul style="list-style-type: none"> • If a child has behavioural difficulties, an Individual Behaviour Management Plan (IBMP) may be written with the child and their parents, to identify specific issues and put relevant support in place and set targets. • On admission into Early Years, children may start with a bespoke transition timetable, which is coordinated following meetings with the child's previous setting, parents and members of the Senior Leadership Team. This is then monitored on a weekly basis, following careful tracking on CPOMS and ABCC charts. • The Primary Behaviour Service may be contacted for support, advice and assessment. • After a significant behaviour incident, the child is expected to reflect on their behaviour with adult support. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. • All children will follow the school's behaviour policy, demonstrating the high expectations of all pupils at Rucstall Primary School. • Attendance is monitored on a daily basis by the Administration team and DSLs. • Lateness and absences are recorded and reported to Senior Leaders.
<p>The name and contact details of the School Special Educational Needs Coordinator</p>	
<p>7. Who is and how do I contact the SENCo?</p>	<ul style="list-style-type: none"> • The SENCo is our Assistant Headteacher. • The SENCo can be contacted via the school office on 01256 466524. • The Chair of Governors can be found on the school website.
<p>Information about the expertise and training of staff in relation to children with SEND.</p>	
<p>8. What training is provided for staff</p>	<ul style="list-style-type: none"> • We have a member of staff allocated as Emotional Literacy Support Assistant (ELSA). • A member of staff trained to deliver Speech & Language programmes from Speech & Language therapists. • All of our Teaching Assistants have had training in delivering reading and spelling and phonics.

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<p>supporting children with SEND?</p>	<ul style="list-style-type: none"> • All support staff receive regular training and updates led by the Senior Leadership Team, SENCo and outside agencies. • Staff training regularly addresses needs for areas such as Team Teach, Adverse Childhood Experience and Behaviour. Training records are kept up-to-date and monitored.
<p>Information about how equipment and facilities to support children with SEND are secured.</p>	
<p>9a. How accessible is the school environment?</p> <p>What specialist services and expertise are available at or accessed by the school?</p> <p>Arrangements for admission of disabled pupils and arrangements to help access:</p>	<ul style="list-style-type: none"> • The school site is wheelchair accessible with a disabled toilet. However, not all the building is accessible with a wheelchair due to corridor and doorway sizes. • The school is on one level with an enlarged pathway to the front entrance. • The school grounds and playgrounds are secured with fencing and timed locking. • Our playgrounds are all accessible via paths. • Our outside play equipment is risk assessed according to a child's needs. • As a school, we work closely with any external agencies we feel are relevant to individual children's needs within our school including: <ul style="list-style-type: none"> - The Primary Behaviour Service. - The Health Service including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists and physiotherapists. - Social Services including - The Locality Team, Social Workers and Educational Psychologists. • We are also able to provide parenting support through the Family Support Service and are able to signpost courses and other events for parents and carers. • The school liaises with Hampshire's Ethnic Minority and Traveller Achievement Service (EMTAS) who assist us in supporting our families with English as an additional language or from the traveller culture.
<p>9b. How are the school's resources allocated and matched to children's SEND needs?</p>	<ul style="list-style-type: none"> • We ensure that provision for children with special educational needs or disabilities is to the best of the school's ability. • We have a team of Teaching Assistants funded from the school budget. They deliver programmes designed to meet groups of children's needs and address identified gaps in children's learning. • The budget is allocated on a 'needs basis'. We track the cost effectiveness of interventions to guarantee money is spent to ensure maximum pupil progress.

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	<ul style="list-style-type: none"> • Children with the most complex needs will receive the most support.
<p>The arrangements for consulting parents of children with SEND and involving them in the education of their child.</p>	
<p>10a. How are parents currently involved in school?</p>	<ul style="list-style-type: none"> • Workshops, Drop Ins and Celebrations of Learning are regularly scheduled and dates are shared with all parents and carers. • All parents and carers are invited to Information Meetings, Parent Consultation Evenings, Parent Showcase and PTFA (Parents Teachers and Friends Association) events throughout the year. • Parents and carers are encouraged to support their children's learning by working with them at home, including daily reading; learning number bonds and multiplication tables and pre-learning vocabulary in preparation for planned work in school. • Communications are shared with the community through parent mails and monthly newsletters written by the Headteacher. • Individual parents are contacted should the need arise such as meetings with outside agencies, pastoral needs or trips and visits identified for a select number of children.
<p>10b. How can I get involved and who can I contact for further information?</p>	<ul style="list-style-type: none"> • Offers to volunteer for school trips and visits, as well as becoming a member of the PTFA can be shared with the school office at adminoffice@rucstall.hants.sch.uk This will then be forwarded to the relevant member of the team.
<p>Arrangements for consulting young people with SEND about and involving them in education</p>	
<p>11. How are young people involved in their education?</p>	<ul style="list-style-type: none"> • Pupil voice is gathered through focus groups led by all members of the school team. This can be subject specific or based on the needs of particular children. • Children who have a pupil passport will discuss their strengths and difficulties with their class teacher when forming and reviewing their passport. • If your child has an EHCP, their views are sought before any review meetings. • The school have a Pupil Student Leadership Team who are the voice of their classmates.

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	<ul style="list-style-type: none"> The school also have EARAs (Equality and Rights Advocates) and Young Interpreters who will meet regularly with the Assistant Headteacher to share their voice and drive forward relevant initiatives.
Arrangements made by the governing body relating to the treatment of complaint from parents of pupils with SEND	
12. What steps should I take if I have a concern about the school's SEND provision?	<ul style="list-style-type: none"> Communication is vital – the first point of contact will always be your child's class teacher. The next step would be a conversation or meeting with the SENCo. If you still have concerns, contact the Deputy Headteacher and then the Headteacher. Positive relationships are vital for the success of all our learners and all communications are logged to be referenced and reviewed at subsequent meetings. If, in following these steps, your issue has not been resolved, you can make a complaint using the school's complaints procedure found on our school website or by asking at the school office.
The school's arrangements for supporting pupils with SEND in transferring between phases of education.	
13. How will the school prepare and support my child when joining the school and transferring to a new school?	<ul style="list-style-type: none"> We encourage all new children to visit our school and have the chance to meet other Rucstall Primary School pupils. In preparation for transfer to secondary schools, the SENCo will make contact with the next setting and arrange additional visits if necessary. Most local secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff ensuring all relevant paperwork is forwarded and needs are discussed and understood. If your child has more complex needs their EHCP annual review will be used as a transition meeting to which we will invite staff from both schools to attend. Additional transition arranged for children who are or have been children in care.
Information on where the Local Authority's Local Offer is published	
14. Where can I get further information about services for my child?	<ul style="list-style-type: none"> Ask in the school office for a copy of our school SEND Policy. The school's SEND policy is also available on the Rucstall Primary School website: www.rucstall.hants.sch.uk Look at the Local Authority's Local Offer on their SEND website:

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	<ul style="list-style-type: none">• https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send• Contact https://www.hampshiresendiass.co.uk/• Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/
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