



Rush Common School SEND Information Report 2026-2027

These pages set out information about our provision for children and young people with special educational needs and Disabilities (SEND). They are updated annually.

About our school

At Rush Common School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs.

We aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted when necessary, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and the governor responsible for SEND is implemented and maintained to meet needs appropriately and inclusively.

Rush Common School is a two-form entry, mainstream primary which provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs;**
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- **Cognition and Learning needs;**
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical needs;**
this includes children who have visual or hearing needs, or a physical disability that affects their learning

Points of Contact

Our school believes that effective communication between parents/carers and staff is essential so that they can share their knowledge and expertise about their child. This is important in enabling children with SEND to achieve their potential. Parents are always welcome to contact the school to discuss any concerns about their child with the class teacher, at a mutually agreed time.

A child's class teacher is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.

Our Special Educational Needs Co-ordinator (SENDCo) is Nicola Drew
She can be contacted on: senco@rushcommon.school 01235 533583
Our governor with responsibility for SEND is Rebekah Tennyson

Our SEND policy can be found on our website and a paper copy can be requested from the school office. Our Equality Scheme and Accessibility Plan can be found on our website.

How do we identify and give extra help to children and young people with SEND?

All of our class teachers are aware of SEND and are on the lookout for any children who aren't making the expected level of progress academically, emotionally or socially. This might include reading, writing, number work, finding social situations difficult or showing big emotions that are tricky to manage.

If the teacher notices that a pupil is falling behind, they try to find out if the child has any gaps or barriers to accessing their learning. They will then adapt their teaching in order to help the child overcome the barrier or fill the gap. If the pupil is still finding it difficult to make expected progress in their identified area of need the teacher will then talk to the SENDco and will contact parents to discuss the possibility that the child has SEND.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

How do we work with parents and children?

We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We aim to ensure the involvement of parents and carers from an early stage and liaise closely so that they are aware of the strategies that are being used and are involved as partners in the process. We hold parent's evenings in the Autumn Term and Spring Term and provide an email update about pupil progress in January. Parents of SEND pupils arrange a double appointment, to enable them to discuss SEND needs and progress in greater depth. Meetings with the SENDco can be arranged as required. SEND Coffee mornings are held every term (topics can be requested by parents/carers)

In addition to all of the above, children with Education, Health and Care Plans have annual reviews. There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this through the annual parents' survey, school parliament and parent forums.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. High-quality teaching is the first step in responding to your child's needs. We will adapt how we teach to suit the way your child works best. We work on a case-by-case basis to make sure that adaptations are meaningful for your child.

These adaptations include:

- Adapting our teaching, for example giving longer processing times, pre-teaching of key vocabulary, repeating instructions or breaking them down into smaller manageable chunks
- Adapting our resources and staffing
- Using recommended aids such as laptops, visual timetables, now and next boards, task boards, aided language boards
- Flexible grouping arrangements to maximise learning for all
- Using additional adults to support groups where necessary

We also use intervention programmes including Read, Write, Inc Tutoring for decoding, Fluency interventions and Comprehension interventions. We use the Word WASP intervention to support pupils with Dyslexia. To support learning in Maths we use activities on the White Rose Teaching Assistant hub. We use the 'Socially

Speaking' intervention to support children's social development. These are monitored by gathering entry and exit data measuring progress over time. The use of intervention programmes complements the adaptive, differentiated and Quality First Teaching that all children receive.

Tests and Assessments: Access Arrangements

Year 6 pupils may be assessed to determine whether individuals may qualify for additional time. Some pupils may access statutory tests in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.

- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.
- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.

What expertise can we offer?

Our SENDco holds the National Award for SEND co-ordination and has specialist training in Autism, ADHD, Dyslexia, Executive Functioning and Working Memory.

All staff have basic awareness level training in Autism and Adaptive Teaching.

We have staff who have received enhanced training in supporting children with a variety of needs including autistic spectrum condition, speech, language and communication needs (including PECS) and hearing impairments.

Teaching assistants are trained to support the particular needs of the children they work with.

We offer the SWIFT course for parents of children with Communication and Interaction needs. We also have access to a range of specialist support services including:

- Educational Psychology
- SENDSS, who support children with communication and language, Sensory needs and physical needs
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team (OXSIT)
- Therapy services (Occupational Therapy, Physiotherapy, Speech and Language Therapy)
- Early Intervention

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages: [Special Educational Needs | Oxfordshire Schools](#)

We always discuss the involvement of specialist SEND services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

We follow the graduated approach to your child's SEND needs. The graduated approach is a 4-part cycle of assess plan, do and review.



The progress of all children/young people is tracked throughout the school through Insight and the use of pre and post intervention assessments where applicable.

In addition, for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations and more specific targets outlined in their Pupil Profile. In line with the SEND Code of Practice, pupil profiles are reviewed regularly throughout the year. This process involves parents attending meetings and having an opportunity to give their views. There are regular opportunities to attend SEND Coffee Mornings where other professionals are invited to share expertise and answer questions.

The changing and emerging needs of pupils with SEND are regularly reviewed using the OCC SEND Indicator Tool. This ensures SEND pupil profile targets are always highly tailored to current needs. When we run special intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. It is available on our school website.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

All of our extra- curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our school trips including our residential in Y4, Y5 and Y6.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

What do we do to support the wellbeing of children/young people with SEND?

All children can share their views through their school parliament representatives and during weekly PSHE lessons. We also gather pupil voices regularly using all about me templates and in person before Pupil profile review meetings.

We listen to the views of children/young people with SEND by including their views on pupil profiles. We take bullying very seriously. We help to prevent bullying of children/young people with SEND by encouraging pupils to talk to named adults. We have clear procedures and recording methods in place for dealing with bullying incidents. Our Anti-Bullying Policy and procedures are in place and are reviewed annually. Anti-bullying Ambassadors (four Year 5 pupils) lead and encourage whole school pupil involvement in anti-bullying procedures.

We have had a trained ELSA (Emotional Literacy Support Assistant) who delivers weekly individual and group sessions. Teachers complete ELSA referral forms with specific needs identified so that the ELSA teacher can deliver bespoke programmes to meet the needs of the children. A number of TA's are trained to deliver Lego Therapy which is available to support pupils with social interaction difficulties and communication needs.

Joining the school and moving on

Starting in Reception

We encourage all new Reception children to visit the school before starting, where possible. For children with SEND, we will visit them in their pre-school or nursery setting to gain a better understanding of their needs. Reception staff speak with every pupil's pre-school setting before the pupil starts school in September. Home visits where pupils and parents can meet their Reception teacher are arranged in June/July prior to starting school. Where needed, additional settling in sessions can be arranged to aid children's transition.

All pupils are offered the opportunity to visit the Reception classes on a number of occasions before starting school. Some pupils with SEND may require additional visits. Additional liaison with pre-school keyworkers may be sought by Reception staff including them in any additional visits to Rush Common School.

For pre-school pupils where an Education, Health and Care Plan is already in place the SENDCo will endeavour to attend Annual Reviews and professional meetings in preparation for the pupil starting school. Reception staff may also use “All about me” photo books to aid transition into Rush Common for those SEND pupils with emotional, social and mental health needs.

In Year transition

We encourage all new children to visit the school before starting. For children with SEND, we arrange individual visits to meet parents and contact any professionals that have been involved in supporting the child. Teachers liaise closely when pupils transfer to another class within the school. A hand over meeting will take place between the present and new teacher. Meetings are arranged wherever possible between the staff involved in monitoring the pupil’s progress. Transition visits and “Move up Day” are planned in the second half of the summer term. Identified SEND pupils may have additional visits to the new class. Communication passports are drafted for SEND pupils with complex needs (i.e., ASC) so that teachers, TAs and visiting professionals are aware of common strategies used to support their needs. Communication passports are also an important part of transition for SEND pupils. They are used when pupils move from year to year, to new schools and secondary schools. Transition booklets are completed for some SEND pupils who may need additional support or time to prepare for a change of year group. Transition booklets prepare SEND pupils for the next stage of their school life and are shared with parents and professionals involved.

We begin to prepare children for transition into the next stage of their education or training by arranging transition meetings to handover paperwork and by organising extra visits to receiving schools. A member of staff can be provided to support children with EHCPs who may need additional support during pre-transition to secondary schools. We will contact the SENDCo from the previous setting to undertake professional dialogue as part of transition.

Who to contact

At Rush Common we are committed to working in partnership with parents and will listen to any concerns parents may wish to raise. If you are concerned about your child, please contact your child’s class teacher in the first instance.

If you’d like to feedback, including compliments and complaints about SEND provision please contact the Headteacher Kristen Fawcett. Parents may also contact the Chair of Governors. We aim to respond to any complaints within two working days.

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

[Oxfordshire SEND local offer | Oxfordshire County Council](#)

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems

SENDDIASS [SENDIASS Oxfordshire – Provide Support to people with SEND in Oxfordshire](#) (01865 810516) is available to support parents in meetings concerning their child's progress and welfare.

Nicola Drew

September 2026