



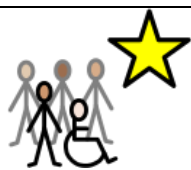
RUSHDEN PRIMARY ACADEMY

Special Educational Needs and Disabilities (SEND) Information Report

Review of the Academic year 2025-2026

 Our Academy	<u>Our Academy Vision</u> At Rushden Primary Academy the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development. <u>Changing demographics of SEND Support at RPA</u> At the end of the 2024-2025 academic year, RPA had 46 children on the SEND register, including 13 with an Educational Health Care Plan (EHCP) with another four well through the assessment process. This was the highest in Rushden Primary Academy's history. With 383 children on roll, our SEND register accounted for 12% of the school population. This was 6.3% below the national average. At the end of the 2025-2026 academic year, our overall numbers on the SEND register has risen bringing the total number of children on the register to 59. The level of need had significantly grown as we now have 21 children with an EHCP with another four well through the assessment process. Additionally, a further three families with children having been awarded an EHCP have chosen to join RPA in September 2026. The highest in Rushen Primary Academy's history. Here at RPA, we are firmly committed to supporting children with SEND, recognising the profound impact that inclusive, tailored education can have on a child's development and future. We work tirelessly to create an environment where all pupils feel valued, understood, and empowered to thrive academically, socially, and emotionally. However, this is not without its challenges. The complexity and diversity of needs, coupled with increasing demand for specialist support, place significant pressure on school resources. Navigating external referrals, securing timely interventions, and meeting statutory requirements often requires us to go above and beyond, despite very limited external funding, which puts pressure on our staff and existing budgets. Despite these obstacles, we continue to innovate, collaborate, and advocate for every child. Our commitment to inclusion is unwavering, and our determination to break down the barriers our children face is a testament to the RPA team who work tirelessly for the children in our care. Supporting children with SEND is not just a responsibility; it's a privilege.
 Meet our SENDCO Team	The SENCO team is led by Emma Larbey who works alongside Charlotte Tamkin and Rachel Wright. Rachel is first point of contact for children and families who have an EHCP while Charlotte supports the children who don't need or haven't yet got an EHCP. If you would like to speak to a member of the team, please call the main Academy number on 01933 201200. Alternatively, you can email us at the following addresses: Emma Larbey – elarbey@rushdenprimaryacademy.org

Rachel Wright – rwright@rushdenprimaryacademy.org
Charlotte Tamkin – ctamkin@rushdenprimaryacademy.org



Special Educational Needs

At Rushden Primary Academy we support children with all types of special educational needs, and pride ourselves on being a highly inclusive Academy with an ethos which encourages and celebrates diversity and inclusion.

Special Educational Needs are categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

All the staff work closely as a team and if a concern is raised about a child, we begin by discussing concerns with parents. Teachers will, with support from parents create a Learning Plan with a six-week assessment period and the Graduated Response approach of 'Assess, Plan, Do and Review' will be followed. The Learning Plan is shared with families.



After the initial six-week period and further consultation with parents, it is decided the a child needs to be placed on the SEND register. The SEND register can be very fluid, and just because a child is added to it, doesn't mean that they stay on it for the entirety of their school career. The SEND register highlights and ensures that all staff know who needs additional help and what help they need. If a child makes accelerated progress with the support, they can and will be taken off the register if everyone is in agreement.

	Some children may require more support than school can provide, and we may ask outside agencies to support us in ensuring that we are offering the best support we can. We work with the outreach team from Maplefields who specialise in supporting children with social, emotional and mental needs. https://www.maplefieldsacademy.co.uk/semh-outreach-service/ If a child has a learning need and we have exhausted all reasonable adjustments in school, we can ask for support from the Rowan Gate Team. https://www.rowangateprimary.co.uk/outreach/outreach-service We also work closely with Northamptonshire Educational Psychology Service and our link psychologist supports a smaller number of children in the school. All school staff have access to the SEND advice documents and these are saved on Insight. Any reports from external agencies are saved in the 'notes' section of Insight for all relevant staff to see and carry out the advice.
 Our approach to teaching children with SEND	We are an inclusive Academy. Wherever possible children are taught alongside their peers in flexible and adaptive teaching groups. Teachers make reasonable adjustments to their quality first teaching to meet their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. As we reflect on another successful year of our specialist provision, it is clear how much The Nest and The Branch have evolved to meet the changing needs of our pupils. Led by Rachel Wright and her dedicated team, these provisions continue to play a vital role in our inclusive approach, supporting children both academically and emotionally while helping them develop the skills needed to thrive within the wider school community. Over the past year, The Nest has developed into a provision primarily supporting our Key Stage 1 pupils with communication and language needs. Through highly structured teaching, targeted interventions and nurturing relationships, children have been able to build confidence, develop their communication skills and access learning in a way that meets their individual needs. Meanwhile, The Branch has become a specialist space for our Key Stage 2 pupils with social, emotional and mental health (SEMH) needs. The provision offers a safe and supportive environment where children can develop self-regulation strategies, build resilience and strengthen the skills required to engage successfully in learning and social interactions. One of the ongoing challenges has been supporting some children to transfer their learning and successes back into their home classrooms. For those pupils who find this transition difficult, our staff work closely with class teams to ensure consistency, gradual

reintegration and appropriate support, enabling children to maintain a sense of belonging within their year-group classes.

Our afternoon provision has also continued to develop and now places a greater emphasis on project-based learning. These engaging, cross-curricular experiences provide opportunities for pupils to apply their skills in meaningful contexts, develop teamwork and communication, explore their interests and celebrate success beyond the traditional curriculum.

As we look ahead, we remain committed to refining and developing both provisions, ensuring that The Nest and The Branch continue to provide the right balance of specialist support, inclusion and opportunity, enabling every child to achieve their potential and feel valued as part of our school community.

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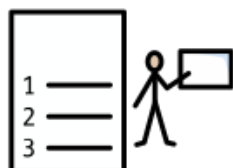
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As we look ahead, we remain committed to refining and developing both provisions to ensure they continue to meet the evolving needs of our pupils. Alongside this, we are keen to extend the successful strategies and approaches used within The Nest and The Branch across the wider school. In particular, our Regulate, Reset, Return approach is becoming embedded throughout the school, helping all pupils to develop emotional regulation, resilience and readiness for learning. By sharing effective practice beyond the provisions, we aim to create a consistent and inclusive environment where every child is supported to succeed, both within their classroom and across the wider school community.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction
Unit Provision	Sensory Space	Outside Space

	A range of strategies, such as the examples above, are employed across our lessons to ensure we offer an inclusive approach to learning, and all children access the classroom environment.							
 Parent Consultations	At Rushden Primary Academy we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. The SENCo Team are always available to meet with parents. The team are available at parents' evenings to discuss any concerns. For children with an Education, Health and Care Plan, a SEN Support Plan, or those requiring specialist support beyond what is ordinarily available, we will invite you to attend additional meetings throughout the academic year. These meetings provide an opportunity to celebrate your child's achievements, review progress against existing targets, and collaboratively set new goals. They also allow us to discuss next steps and ensure that support remains tailored to your child's evolving needs. Following each meeting, a written summary will be sent home for your records and reference.							
 Child Consultations	Pupil's views are very important; they have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in Academy. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to: <table border="1"> <tr> <td>  </td><td>  </td><td>  </td></tr> <tr> <td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr> </table> Children will again be giving their voice in this year's SEND questionnaire. The questionnaire is normally given out during the Autumn term so I can ensure any changes are implemented early in the year.					Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
								
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 How we evaluate provision	Review progress in SLT meetings and discussing next steps. Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term. Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Monitoring by the SENDCO. Regularly using a tracking tool to update targets and measure progress. Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support. Holding annual reviews for children with Education Health Care Plans.
 Staff Training	At RPA, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the Academy, we ensure they understand the systems within Academy, and they are given information about the children they are working with. The senior leadership team within Academy are constantly evaluating need and upskilling staff to support our learners. If a child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or Academy nurse, we will always discuss concerns with parents first.
 Transition Support	EYFS Transition Success: A Year of Growth and Connection This year, we proudly revamped our transition programme for children joining our EYFS provision and I'm delighted to share that it's been a resounding success. Last year, we welcomed sixty children to RPA; this year, we have forty-six joining us in September, reflecting the strength of our approach and the trust placed in us by families. Our enhanced transition included Stay and Play sessions, personalised parent meetings, and consistent nursery visits led by Mrs Nelson. These efforts have helped build strong, positive relationships between school, families, and early years settings. As a result, we've been able to have open, meaningful conversations that ensure every child receives the support they need from their very first day. We're incredibly proud of the collaborative spirit that has shaped this journey and even more excited to see how it continues to benefit our youngest learners.

	<u>Supporting Seamless Transitions Across Year Groups</u> At our school, we place great importance on ensuring that children experience smooth and positive transitions, starting with their move into Reception and continuing through each successive year group. This process is supported through a combination of parent meetings, information shared on Class Dojo, and taster sessions in the new classrooms. As children prepare to move up a year, we ensure they spend meaningful time with their new teachers and teaching assistants and have multiple opportunities to explore their new learning environment. These experiences help build familiarity and confidence ahead of the new academic year. We recognise that some children may benefit from additional transition visits to help ease anxiety and support their emotional wellbeing. These extra sessions are carefully planned to ensure every child feels secure and ready to thrive. To support continuity of care and learning, class teachers and teaching assistants meet during the summer term to share key information, including Individual Learning Plans and specific strategies that have supported each child. This collaborative approach ensures that every child's needs are understood and met from day one. <u>Secondary Transition</u> We liaise very closely with all local High Schools to ensure that the transition from primary Academy to the secondary Academy is as smooth as possible. We organise additional days for children to attend their new setting if appropriate. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: Greenwood Academy Trust SEND Advisors, Specialist Send Support service, Rowan Gate Outreach, Maplefields SEMH Outreach, School Nurses, Speech and Language Team, Educational Psychology, Mental Health Support Team. Service Six CAMHs We always ask parent's permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, this is

 Clubs and Trips	shared with parents and Learning Plan's updated. All our extracurricular activities and Academy visits are available to all our children in years 1-6, including our before-and after-Academy clubs. All children are encouraged to go on trips such as residentials and overnight stays. All children are encouraged to take part in sports day, competitions, assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility e.g. Academy council, House Captains, Digital Leaders, Junior Librarians etc. No child is ever excluded from taking part in these activities because of their SEN or disability.				
 Complaints Procedure	Your first point of contact is your child's class teacher and/or phase leader. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Principal, Mrs Larbey. If she cannot solve your issue, then an appointment can be made to speak to Lindsay Edwards the Principal.				
 North Northants Local Offer	The North Northants Local Authority Local Offer can be found at https://localoffer.northnorthants.gov.uk/home <table border="1" data-bbox="373 1272 1426 1462"> <tr> <td>Northants Children's Trust</td><td>https://nctrust.co.uk/</td></tr> <tr> <td>SEND Information Advice Support Service</td><td>https://www.sendiassnorthnorthants.co.uk/</td></tr> </table>	Northants Children's Trust	https://nctrust.co.uk/	SEND Information Advice Support Service	https://www.sendiassnorthnorthants.co.uk/
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 Parent Feedback	"We were nervous about moving our child from a school they have spent many years in, but it was a good decision! Our children have had more support at RPA than at their previous school". "The teachers go above and beyond to help – I never feel judged by them".				



**Final
Thought**

RPA remains fully committed to supporting all children’s individual needs and celebrating their progress.

As always, we value partnership between school and parents and welcome any feedback or questions you may have. Together, we can ensure your child receives the consistent, tailored support they deserve.

Thank you for your continued trust and collaboration.