

Riverside School SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Riverside School SEN information report

Date November 2021

Link to SEN Policy ([Click here to access to the STARMAT SEND policy](#))

Governors should describe:

What kinds of SEND are provided for at Riverside School?

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of other of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.' SEN Code of Practice 2015

Riverside is a very inclusive school and caters for a wide range of needs. These will fall under the four broad categories from the code of practice 2015

Communication and Interaction (includes Autism)

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 or small group setting. This may include pupils who find it difficult with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's speech and language developments and we work closely with Speech and Language Therapists.

Cognition and learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology and multisensory activities and through providing adult support.

Sensory and/ or physical needs (includes physical disability, hearing and visual impairments)

When needed we provide support for children in our school who have sensory or physical difficulties. When necessary we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We are equipped with the latest radio technology and teacher-worn radio microphones to support children with hearing impairments. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

Social, Emotional and Mental Health (includes ADHD and ADD). We have two Learning Mentors who help support the mental wellbeing of all pupils. For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through group interventions or 1-1 with our learning mentors. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.

We will always endeavour to meet your child's needs.

What should I do if I think my child has Special Educational Needs?

If you have a concern about your child this should be raised in the first instance to the class teacher, they will then discuss these concerns with the Inclusion Manager, and it is then monitored. The leader for Inclusion will arrange a review meeting if this is appropriate. The SEN list is updated termly, by the class teachers and the Inclusion Manager. The attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers and pupil progress meetings are held at regular times to review the provision that is in place.

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress and reflect on each child's next steps. Children who are significantly behind the national average will be placed on the register. Children who are not progressing due to barriers to learning may also be placed on the register. Vulnerable children are identified and monitored during termly Inclusion meetings.

All mainstream schools have a SENCo. Our SENCo is - Nicola Deakin (Inclusion Manager) who can be contacted on the school office 01937 832899 or email at n.deakin@rs.starmat.uk

The Inclusion Manager, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that we are providing to meet their needs, and what expectations we have for your child's progress. This will include explaining to you where your child is in their learning, and the targets we have set for your child. You and your child will be asked for your views on these targets. You will be informed about the progress your child is making in line with national expectations. If you are not sure what this means, don't be afraid to ask.

How will I know how my child is doing and how will I be able to make my views known?

We value and take account of the views of the parent/carer along with the hopes, personal goals, interests and strengths of the pupil. We value the support and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for their child. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how well their child is progressing.

We have parents evening during the Autumn and Spring term where you will be able to find out about what your child is doing and how they are progressing within their targets. We also hold transition parents' meetings during the summer term where current class teachers and new class teachers can meet parents to discuss effective transition and provisions into the next class. Formal assessments take place on a termly basis but if staff are concerned between these times, they will approach parents. Termly review meetings take place for all children on SEN support, or with an Educational, Health and Care Plan. Home school links are used when it is beneficial and information is often added to reading record books, Home/School communication books, telephone communication or via email. Individual Provision Map's (IPM) are reviewed and updated on a termly basis with the teacher, parent and child. Parent and child views are recorded on the IPM. All pupils with SEND should make at least expected progress, in line with their peers.

We send home annually SEND questionnaires to gain parent feedback. Areas for development are dealt with by becoming the focus of our leadership work

We hold termly coffee morning/afternoons so parents get the opportunity to meet with other parents of pupils with SEND. The Inclusion Team are available during these meetings to answer any questions or concerns parents may have. These meetings are also used to inform parents of any changes to SEND procedures within school and Nationally where appropriate. We also invite the Inclusion Team from Tadcaster Grammar school (our local secondary school) to attend our summer coffee morning/afternoon so parents in year 5/6 can ask questions about provision their child could access on leaving Riverside School.

We also hold parent working parties to gain parent perspective on procedures that may impact their children.

How will you get my child's views and how will these be used?

When supporting children with SEND, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small. For children with an Educational, Health and Care Plan those views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.

A yearly survey takes place to ascertain the children's views. We use growing up in North Yorkshire every two years. We also complete Emotional Wellbeing questionnaires with all children to ascertain the wellbeing of all children at Riverside at different points within the year. This may then inform any work we need to put in place with individuals, small groups or cohorts of children to support any needs they may have. SEN Children are represented across the school in varying situations for example school council, Eco Club, after school clubs.

Children's views are sought before SEND review meetings, EHC assessment requests and interim/annual reviews for EHCPs.

Where appropriate children are invited to attend part of their SEND review meeting.

How will my child be assessed?

We are frequently assessing pupils' progress through Teacher Assessment. The children are then more formally assessed termly and their progress is recorded which allows us to analyse the data in greater detail. All children are assessed on a regular basis. All children should make expected progress. Parents will be informed of assessments and interventions at the termly review meeting. All children on SEN support will have an Individual Provision Map and may have Home school communication with the teacher and/or SENCo. Parents/carers have the opportunity to discuss their child's progress at parents evening and at review meetings.

How will Riverside prepare and support my child to join the school, transfer to a new school or the next stage of their education and life?

'All children and young people are entitled to an education that enables them to make progress so they: achieve their best, become confident individuals living fulfilling lives and make successful transition into adulthood, whether into employment, further education or higher education or training.' SEND Code of Practice 2015.

The school has established systems in place to support children at key transition times:

Pre-school to Reception:

- Class teachers visit pre-school settings and where a child is already identified with SEND, the SENCo will also liaise with the pre-school setting and parents
- Where possible/appropriate, children are grouped according to the pre-school setting they have attended

Reception to KS1

- Class teachers meet to discuss the needs of all children, with support from SENCos and the Inclusion Team as required
- All children take part in a transition day in the Summer Term, where they go to their new class
- Some children may need additional visits and enhanced transition

KS1 to KS2

- Class teachers meet to discuss the needs of all children, with support from SENCos and the Inclusion Team as required
- All children take part in a transition day in the Summer Term, where they go to their new class
- Some children may need additional visits and enhanced transition/provision.

KS2 to KS3

- The Year 6 teachers meet with the Head of Year 7 from the Secondary Schools to discuss all children
- The Riverside SENCo meets with the SENCos from the Secondary Schools to discuss children with additional needs; the Secondary School SENCo may attend the SEND Review meeting in the Summer Term
- Children with Education, Health and Care Plans have additional meetings in the Autumn Term of Year 6 to discuss the most appropriate setting for their Secondary education
- All children take part in a transition day in the Summer Term, where they go to their new school
- Some children may need additional visits and enhanced transition
- Some children require an enhanced transition between year groups.

Where necessary, children with SEND make extra visits to their new classroom and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, additional transition sessions are put in place.

Moving on to secondary school can be an exciting but daunting time for all children so at Riverside we make sure the children are well prepared for the transition. We have strong links with all secondary schools in the area. Additional visits may be set up to support an enhanced transition between each phase.

If your child is transferring to our school, we will contact the previous school for information, attend review meetings, set up transition day visits and make a book about our school (if this is appropriate). If your child is leaving our school, we will contact the new school with any relevant information and then photocopy all files to send on. The originals will be kept in school in accordance to statutory guidance.

How is the decision made about how much support my child will receive?

We provide an inclusive learning environment where all children, including children with SEN are treated equally and have access to the full range of opportunities that we provide. High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Teaching assistants are deployed where the need is and this can be done on a lesson basis in order to respond flexibly and swiftly to need. The class teacher will share learning objectives and outcomes with the Teaching Assistant and direct them to work in a way which ensures all pupils become independent learners. If a specific allocated time is given to a child then parents will be informed. This may be in the form of in class support or interventions run outside of the Maths and Literacy lessons. Some of the interventions we run in school are Reading Intervention, Reading Inference and First Class in Number. Pupils with Social, Emotional and Mental health needs may be referred to the Inclusion Team, have bespoke support from the staff team and/or receive support from one of our two learning mentors. The provision map in school shows some of the things we can offer to children with specific needs. Governors will ask questions about the provisions and what impact they are having on the children. Regular slots are provided in the governors meeting for new things happening in school.

For a small number of children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment for an Education, Health and Care Plan through the local authority. We can talk to you about this in more detail or you can contact SENDIASS (see number below).

Where we feel that something additional or different is needed to support your child because they have SEND we will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This will include: details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed.

If your child is not making progress and the gap between them and their peers is widening then your child would take part in an intervention either in a 1:1 situation or in a small group to address the need of your child. If they are still not making progress in class, support by a Teaching Assistant may be deployed if this is thought to be beneficial. This is by no means always the case. Most importantly, this support should be aiming to make your child more independent in lessons. This decision will be made by the Inclusion Manager and head teacher. More long-term class support would be discussed in review meetings and through structured conversation.

We use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. We can explain to you:- what interventions your child is receiving and what are the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress. When this intervention has finished, we will review the progress made with you and discuss next steps.

Where further support is needed for a child with SEND, referrals are made to access the appropriate provision. This may be to the Inclusive Education Service, speech and language therapy, the Educational Psychology service, CAMHS, Compass or the Prevention Service. Where this is the case parents /carers and school staff will be involved in the planning of the intervention and progress will be carefully monitored.

How will I be involved in discussions about and planning for my child's education?

Parents are invited to attend and contribute to the review meetings which we hold for children. With parental guidance, the meetings will evaluate the effectiveness of the current provision made for your child. Discussion will be driven by how well the child is responding to what is currently in place. We will also analyse the Individual Provision Map in place for your child and the current expectations of them which will lead us in to further explore how they will to achieve this.

We use The Graduated Response model to ensure we meet the needs of young people with SEND. Within this model we follow four phases - Assess/Plan/Do/Review, a brief overview is provided below.

Assess

- ✓ pupil's own views
- ✓ views and experience of parents
- ✓ clear analysis of the pupil's needs taking account of teacher's assessment
- ✓ experience of the pupil
- ✓ previous progress and attainment
- ✓ rate of progress
- ✓ attainment and behaviour
- ✓ individual's development
- ✓ advice from external support services

Assessment is reviewed regularly ensuring that support and intervention are matched to need and barriers to learning are identified and overcome.

Plan

- ✓ formal notification of the agreed provision
- ✓ agree and make adjustments
- ✓ interventions and support put in place
- ✓ expected impact on progress, development or behaviour
- ✓ clear date for review
- ✓ all relevant staff made aware of needs, outcomes sought, support provided
- ✓ teaching strategies or approaches required put in place
- ✓ evidence based intervention delivered by skilled staff to meet specific needs
- ✓ parents contribute to progress at home

This information will be recorded in a document for you and your child, known as an individual provision map. This will include: - details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed.

Do

- ✓ Class Teacher remains responsible
- ✓ work closely with teaching assistants or specialist staff involved
- ✓ continual planning and assessment of the impact
- ✓ links to classroom teaching

- ✓ further assessment
- ✓ continually ensuring effective implementation of support

Review

- ✓ views of the pupil and their parents sought
- ✓ review in line with the agreed date
- ✓ impact and quality evaluated
- ✓ analysis of the pupil's needs
- ✓ revision of the support
- ✓ clear information provided
- ✓ plan next steps

Children will be involved within these meetings to share their views of the progress they have made and suggest future actions.

What sort of adaptations are made and how accessible is the school environment for my child?

The school has a whole school provision map which details Quality first teaching, strategies and adaptations to the curriculum for a variety of needs.

For those pupils, where more help is needed than is usually available through the schools Notional SEND budget, school, parents and outside agencies may decide that it is necessary to request an Educational Health and Care plan. Where this is the case school will work in partnership with parents and agencies to focus on what provision is needed to secure positive outcomes for your child both short term and long term.

We have a large disabled toilet. All classrooms have blinds and carpets. We have a clear action plan in place in linked with the school development plan and the Equality scheme.

What sort of expertise and training have staff, supporting children and young people in SEND, had or are having?

The SENCo holds the National Award for Special Educational Needs Coordination, this is a Nationally recognised qualification and a legal requirement of school. Regularly attends North Yorkshire SENCo meetings to update on new policies and procedures. All staff are trained on a range of needs. An audit is done to see where the training needs are. This is a mixture of in school training and external training.

As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child's needs you will be informed and asked to give your consent.

The school employs Learning Mentors and specialist team to support pupils with Social, Emotional and Mental health needs.

How will you evaluate the effectiveness of the provision made for my child?

The SENCo and SEN governor meet to discuss the provision for children with SEND. The Governors also receive regular reports.

All classes deliver quality first teaching which is regularly observed.

All teachers and key staff are informed of the individual needs of pupils with SEND and are involved in their progress reviews. We use the graduated approach to support our children- Assess, Plan, Do, and Review.

If your child is not making the expected progress an intervention may be required this will be done through the graduated approach. Your child will be assessed to see where their strengths and weaknesses are, an evidence-based intervention (EBI) will be picked or a carefully planned programme will be put together, the intervention will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period.

Some assessments which may be used are the YARC, dyslexia portfolio, WRIT or the Vernon spelling test.

If at the end of an intervention your child has not made progress, they will be placed on the SEN register and outside agencies may be contacted to seek advice and support.

How will my child be included in activities outside the classroom, including trips?

Riverside is a fully inclusive school. All staff have a part to play in ensuring that all pupils with SEND are not disadvantaged in their access to learning or the school community.

All children have access to all activities both in school and out. For a school trip a pre-visit will happen, a risk assessment will be done and adaptations will be put in place. Adaptations previously put in place include parents accompanying the child, transport by car due to not being able to get on a coach and daily time on websites looking at the place the child is going to ensure familiarity. Parents will be consulted by the class teacher regarding any difficulties we may encounter. We will always go the extra mile to ensure every child can access a school trip.

What specialist services and expertise are available at or accessed by the school?

Within school we can make referrals to the new SEND Hub. Local teams make up the Hub and are available to support with these areas of need: communication and interaction, cognition and learning, social, emotional and mental health and educational psychologists. We can also make referrals to, Minority Ethnic achievement based at Selby CP school, speech and language, social care, CAMH's, and SENDIASS (Special Educational Needs and/or disabilities Independent Advice Service).

We also work in close partnership with physiotherapy, occupational therapy, school nurse, hearing and vision teams.

SENDIASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. For further information contact 01609 536923. They may also be able to put you in touch with other organisations or parent support groups.

Support will be accessed from the virtual school for support of children who are looked after by the local authority. See the Pupil premium report for a breakdown of spending to support children in receipt of this funding.

What support will there be for my child's overall wellbeing?

A child's well-being is always our priority. Training is given to staff for medical needs when they arise. We have Individual Intimate Care Plans and staff will change nappies where necessary.

Behaviour in school is carefully monitored; strategies include zone board; time out; team teach training; EMS support; Restorative Practice;

Restorative Room; liaison with parents and phone calls and letters home.

Administration of prescription medicines:

- Administration of prescription medicines is co-ordinated by the school office.
- Authorisation forms can be obtained from the school office.
- Medicines are kept in a locked cupboard in the school office or refrigerated if necessary.
- When needed in class provisions are made.
- The administration of medicines is carried out in line with the school's medicine policy, details of which can be obtained from the school office.

We have two learning mentors; one working across both key stages (Mrs Finn) and one in key stage 2 (Mrs Wyatt). Children will be able to speak to either of our learning mentors about anything that may be worrying them. Our learning mentors run specific research-based interventions, such as Nurture groups, Narrative Therapy sessions and Lego Therapy as well as pro-active work around friendships, attachment, anxiety and family support. They work with a range of learners, but give priority to those who need the most help, especially those experiencing multiple disadvantages. The variety of issues covered is vast, ranging from punctuality, family break up's, specific learning difficulties such as dyslexia, absence and challenging behaviour.

Behaviour in school is carefully monitored; strategies include social groups; inclusion team; time out; liaison with parents and phone calls home.

How will you help me to support my child's learning?

You can support your child by listening to them read, reading to them, supporting them with their homework and practising spellings and grammar. We have lots of different ways you can support your child's learning in school some of the things include; parent open afternoons, parent's evenings, volunteers in school. For information on how to help your child at home talk to your child's class teacher.

What are the arrangements for handling complaints about the SEND provision made at Riverside?

If you have a complaint please speak to the class teacher in the first instance and if this is not resolved speak to the leader for Inclusion, Deputy Headteacher or the Headteacher. If it still cannot be resolved please follow the school's complaints procedure (available on the school website).