

Riverside CP 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>

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Date February 2017

Link to SEN Policy (hyperlink to your policy to make access easy for parents)

Governors should describe:

1 What kinds of SEN are provided for in your 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

We are a very inclusive school and cater 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)
Cognition and learning (includes specific learning difficulties such as dyslexia and dyscalculia and also includes moderate learning difficulties),
Sensory and/ or physical needs (includes physical disability, hearing and visual impairments)
Social, Emotional and Mental Health (includes ADHD and ADD). We have two Learning Mentors who help support the mental wellbeing of all pupils.

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

2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

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. All 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 Hunter (Inclusion Manager) who can be contacted on the school office 01937 832899. 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 these mean, don't be afraid to ask.

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

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.

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 to their targets. The school also operates an open door policy whereby parents can pop in to speak to the class teacher- if they are not available then a meeting can be arranged. 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, statemented 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.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

A yearly survey takes place to ascertain the children's views. We use growing up in North Yorkshire every two years. 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 Statements/EHCPs.

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

5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

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.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

'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

KS2 to KS3

- The Year 6 Leader meets 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
- Education Health and Care Plan conversion meeting must be held by the Autumn Term of Year 6 for those pupils with a Statement
- 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.

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 a 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.

7. What is you School's approach to teaching children and young people with SEN?

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 very few 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 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. Your child will have an inclusion passport.

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.

Where further support is needed for a child with SEND, referrals are made to access the appropriate provision. This may be an enhanced mainstream school, 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.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

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 the 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.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

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.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

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, 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.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

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.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

We are very concerned with a child's overall wellbeing. Many North Yorkshire schools have used the Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. Training is given to staff for medical needs when they arise for example epi pens. We have a personal hygiene policy and staff will change nappies where necessary.

We have two learning mentors; one in key stage 1 and one in key stage 2. Children will be able to speak to either of our learning mentors about anything that may be worrying them. Our learning mentors run Nurture groups, Narrative Therapy sessions and Lego Therapy. 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.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Within school we can make referrals to the Enhanced Mainstream schools which provide both in reach and outreach support. These are Behaviour, emotional and social difficulties- Barwic Parade; Specific learning difficulties- Barby High and communication and interaction- Thorpe Willoughby, Severe Learning difficulties based at Springwater and the educational psychologist. This is done through the single point of access. 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.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

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 or the Head teacher. If it still cannot be resolved please follow the schools complaints procedure (available on the school website).