



Rivington Foundation Primary School

Special Educational Needs Report 2014-15

1. What kind of Special Educational Need Provision is available at our school?

We are a mainstream primary school with a genuine commitment to support children with Special Educational Needs. Although the school does not have any staff with a specialism in SEN we have experience of children with a wide range of additional needs. Staff in the setting have expertise in working with children with a wide variety of difficulties and access appropriate professional development courses. We work alongside other agencies to provide the best possible learning experience for all children.

2. How do we identify and assess children who have Special Educational Needs?

It is important that a child with SEN is identified as early as possible. The Reception class teacher liaises with the pre-school groups and is informed of any children who are causing concern. Once in the Reception class assessment is continuous. Any child falling well below the expected level or not making expected progress will be discussed with the SENDCO and any external agencies deemed necessary. Parents will be kept informed at all stages of this process.

The tests we use range from informal teacher assessment, through our internal assessment procedures, to national tests for Y2 and Y6. We also use tests such as Naglieri and WRATT, which are more diagnostic tools to help us to work out the best way to support a child with barriers to learning.

When we believe a child has Special Educational Needs, we liaise closely with his/her parents and we also consult any relevant outside agencies. These may be Educational Psychologists, Specialists Teachers, Occupational Therapists, Physiotherapists, Best Start, Social Workers, doctors or our Special Educational Needs and Disability Team. We would always talk to parents before contacting an outside agency.

3. Does the school have policies for dealing with children with SEN?

We have a policy for SEN, which can be seen on our school website. Parents are welcome to contact school if any part of the policy is hard to understand.

Every year we update and assess our policies and practice when we see how effective it has been or when we learn how to accommodate a different kind of need. We report our progress to our Governing body each term and our Special Needs Governor, Mrs Johanna Lucas, visits school frequently and maintains close contact with our Headteacher.

We measure the progress of our children using their personal targets as well as PIVOTs and statutory tests. Individual targets are assessed termly.

We strive to use our Teaching Assistants and the interventions they supervise as efficiently as possible and we are developing a Provision Mapping process to allow us to assess and monitor their impact as closely as possible.

4. How will school and parents know how well a child is doing?

The school measures the progress of the children using termly tests, teacher assessments, personal targets and PIVOTS, as well as statutory tests. Parents will be informed of their child's progress at the class parents' evenings, in the yearly report, when the Individual Education Plan is updated and at any time when the school or the parents have a particular concern. Where appropriate, we might use a home/school diary or record chart for some children.

A child who has an EHC or a Statement of Special Educational Needs will have a yearly review meeting. All the specialists involved in the care of the child will be invited, along with the child (if age appropriate) and the child's parents or carers. The child's progress will be discussed at this meeting, as well as any concerns which the child, parents or school might have. Before the meeting, all the people involved will be invited to prepare a short report on their view of the child's progress.

If a child with a Statement or EHC is about to transfer to a new setting (usually a high school) we will have a review meeting which will also include staff from the new setting.

5. How will the school staff support my child?

All the staff within school will do their best to promote the wellbeing and progress of every child. When a child has particular needs, these are explained to the staff so that everyone can provide a caring and appropriate environment for the child.

The class teacher is expected to oversee the planning of the child's lessons and to advise on any simplification or adaptation of the curriculum, but she will often ask a Teaching Assistant to prepare or deliver some of the child's teaching. The teacher will take advice, where appropriate, from specialist teachers, health professionals or other experts. Teaching Assistants might also help certain children with physiotherapy or movement around school.

All staff use consistent behaviour strategies to help those children who have emotional or social or behaviour difficulties. Some children have social conventions and behavioural expectations taught more explicitly than usual to help them to build positive relationships and working patterns.

The most common way of helping a child with SEN in our school is to adapt the delivery of the curriculum. This might mean many different things. Some of the strategies would be: printing worksheets on different colours; increasing the size of print; using headphones; providing step by step instructions; using audio resources; using a computer to write; reading a text to a child; providing a scaffold for a longer task; offering a specific intervention for a time; small group or paired or individual teaching for a time. The strategies used are written on the child's Individual Education Plan.

6. How will the curriculum be matched to my child's needs?

The overwhelming majority of children, whether or not they have Special Needs, follow the National Curriculum and take the same tests at Y2 and Y6 as the rest of the children. Our aim is to make it possible for as many of our children as possible to do this. However, very occasionally, a child will be unable to take part in some aspects of the curriculum because of the nature of their Special Needs. Some children are allowed extra time or enlarged writing, for tests; some are entitled to a reader or a scribe. A very few are excused from the tests altogether. Strict national guidelines control these decisions.

The kinds of adaptations we might make to our general curriculum are: improved accessibility (ramps and lifts) for children who have mobility difficulties; visual prompts or cloze exercises for academic subjects; sprung scissors, simplified versions of the class work tasks; adult support for some subjects; learning in small groups; individual one to one support; more time in tests; additional lessons to provide consolidation or catch up; use of special equipment to allow a child to learn more readily.

Our aim is always to encourage the child to become more resilient and independent, and not to allow him/her to rely on an adult to think or plan for him/her throughout the day. One to one support will always aim to promote the child's ability to think for him/herself.

For more specific information, please look at the school's inclusion and accessibility policy, which is on the website.

7. How does the school decide how much support my child will need and what sort of support it might be?

When we suspect a child has a barrier to learning, we talk to his/her parents and agree to put in place strategies to try to support the child. These are usually a specific intervention programme and/or one to one boosting with an adult. If this does not enable the child to make better progress, we will work with the parents and outside agencies to try to work out what is hindering progress. These might be educational psychology assessments, medical referrals, hearing or sight tests, or family support.

Taking advice from professionals, which is always shared with parents/carers, we devise strategies to help the child to learn more easily. The child's progress is measured and if the strategy is working, we continue it until it is no longer needed.

Some children with very complex or severe needs are assessed by the Local Authority's Special Educational Needs and Disability team to see whether they can have an Education, Health and Care Plan. (These used to be known as Statements of Special Educational Needs) This will bring together the advice of all the agencies involved in the child's care, as well as the school and the child's parents or carers. If an Education, Health and Care Plan is awarded, it will suggest the best strategies to help the child to make progress and to stay safe in school.

Where the child's care is going to cost the school more than £10,000 per year, the school can apply for extra funding to help provide that care. It is relatively unusual for this to happen.

The majority of children with Special Educational Needs are provided for using the school's Special Needs budget. We allocate this money as efficiently as possible, monitoring the success of each intervention and discontinuing those which are less effective. The school is developing provision mapping systems to enable intervention to be monitored as rigorously as possible.

8. What activities outside the National Curriculum are available to children with Special Educational Needs?

We work to ensure that all our activities are available to all our children. We offer a range of activities depending on the time of year. The Sports Clubs are led by trained teachers or coaches who will differentiate activities to enable all to join in at an appropriate level of expectation for their needs. Our Drama Club is led by a teacher with a great deal of experience of teaching children & adults who have additional needs. Extra-curricular music lessons are provided by Lancashire Music service who have an inclusive approach to tuition. Parents input is welcome.

During the school day at Break and Lunchtime, Welfare Staff have received training on Positive Playgrounds, behavioural and emotional needs of children. Being well informed and knowing the children enables support to be given in a way that meets the child's needs whilst developing independence.

9. How does school support children with SEN emotionally and socially?

The school's mission statement says we are

'Creating visions of the future through today's strong foundations.'

All our children are taught to value and respect every individual. We encourage our children to support and help anyone with a particular need at a particular time, and the adults in school model this attitude at all times.

Our children are all taught to be resilient and independent and to have a positive self-image. This is equally true for our children with Special Educational Needs.

In addition to our standard curriculum coverage of social and behavioural issues, we have nurture groups for children who need additional encouragement or emotional support for a time. These groups foster friendships, teach social skills and allow children to think through emotional issues, such as anger management, bereavement or anxiety.

Some children need additional support and for them we might buy in advice or counselling from educational Psychologists or counsellors. In addition, the school works with CAMHS (Child and Adolescent Mental Health Services) to provide support for children and their families and the Best Start Services. These provide early intervention strategies to support children and families.

10. What support is there for my child's overall well-being?

The overall well-being and development of our children is very important. We listen to the views and concerns of all our children, as this is a small and genuinely inclusive place where everyone matters. The children have ample opportunity, especially at break and lunchtimes, to talk to adults. In addition, we have an elected school council which gives the children a formal voice in school. Our School Council is chosen by Peer elections & voting. This has never hindered our children with additional needs; we find that they are not usually hampered by their additional needs, but have strategies in place to support and help if they do.

The class teacher has primary responsibility for the emotional well-being of the children in her/his care, whilst in school. A parent with concerns will normally speak to the teacher, initially. Similarly, if staff in school, have concerns about a child, they will discuss it with the child's parents or carers.

For some children, a Teaching Assistant might be provided daily to chat through issues with the child. In some cases, a nurture group is appropriate. At other times, the teacher might do some explicit teaching of caring or positive behaviour with a whole class.

If a child's behaviour is causing such concern that other children's learning is disrupted or if either people or property are endangered, the school will reluctantly consider exclusion. However, we do provide emotional support, behaviour support and all the behaviour strategies at our disposal before we exclude a child. With the permission of the parents/carers, we also ask for help from outside agencies. We do work closely with the child's parents or carers to try to promote better, safer behaviour.

Concerning medication- we have a Medicines in School policy with a strict and careful regime for giving out any medication. It is stored in a locked medicine cupboard or – in certain cases – in a locked container in the Headteacher's room (never left unattended). It is given out by a named member of staff who signs a daily record.

Mrs Milton TA is also a trained Paediatric Nurse and will manage a child's medication and other needs that may occasionally arise such as physiotherapy.

When a child with a care plan or a health need or other Special Educational Need is included on a school trip, her/his needs are included in the risk assessment to ensure that s/he can participate as fully and as safely as possible.

The person in school with daily responsibility for Special Educational Needs is the headteacher, Mrs Carter-Clavell. She is assisted by our part time SENDCO, Mrs Heaton. A message can be left for either of them via the school office or by emailing head@rivington.lancs.sch.uk

Our staff are first aid trained and different members of staff have had training in autism/epi-pen/moving and handling/bereavement counselling/ nurture group & Wise behaviours. (2yrs + ago) When we need expert advice we work with specialist teachers, Speech and Language Therapists, Occupational Therapists, Physiotherapists, educational psychologists, the school nurse, etc. The decision to call in such people is made by the headteacher in consultation with the child's parents/carers, the class teacher and the SENDCO. When we are invited by other agencies to work with them to help a child, we are always as accommodating as possible.

When a child with an Education, Health and Care Plan is preparing to come to school, we will work with the family, the previous setting and the health professionals to make the child's transition as smooth and possible. This will involve releasing staff for relevant training, liaison with the other agencies involved in the child's care and making any reasonable and practicable alterations to the school facilities.

Some children's needs require specialist equipment. This might be provided via the NHS or the school might be expected to pay for it. We do our best to provide the equipment needed to support the learning of our children with Special Educational Needs but we have a finite budget and cannot promise to comply with every request.

Our school is a picturesque building which was rebuilt 300+ years ago in 1714,(originally in 1566) when attitudes to education were very different. We have stairs, steps, a sloping site, small rooms, many doorways and large heavy doors. Our classrooms are on 3 different levels. We have a platform lift installed in the downstairs KS1 classroom . We are updating the lighting in school. In past years we gained access to a stair climber for a child who could move out of a wheelchair to another seat, but the majority of the school is not wheelchair accessible. There is one disabled access toilet on the Reception class level.

11. How are parents included in the school?

Parents of children with Special Educational Needs are kept up to date with their child's progress by all the school's usual reporting systems. In addition, parents will be informed when an IEP (Individual Education Plan) is updated and whenever the school has a new or additional concern. If we want to consult outside agencies we will always contact parents or carers to ask permission and to explain what we want to do and why.

Parents with concerns or new information, such as a new diagnosis, can easily contact the school to discuss the issue. Simply email or phone the school office to make an appointment.

01204 696951 head@rivington.lancs.sch.uk

We have a parent governor, Mrs Stacey Haydock, who formally represents our parents for the governing body. We also have Parent Council –Mrs Sarah Greenhalgh and a Parent & Teacher Association, Chairperson Mrs Helena Kewley. Our school website has information about these organisations. You can contact the governors at and the PTA at rivingtonfoundationprimary.pta@gmail.com You can also find the PTA on Facebook .

We send newsletters to parents and these, too, are available on the school website.

12. How are children consulted about their education and care?

Children with Special Educational Needs have more time than most with adults in small groups and so their voice is heard quite naturally as they confide in their teacher or TA, counsellor or NHS professional. However, more formal provision is made for them to be heard, too.

All children have equal access to the school council and children with Special Educational Needs can raise their concerns through this body.

Children are informed about their progress and consulted about how they think they are progressing each time a new IEP is written. A child with an Education, Health and Care Plan will also be invited to contribute to her/his annual review at least once a year.

Any child who has a Common Assessment Framework document (CAF) will be asked to contribute to the information written about him or her. In addition, a child who has an application for an Education, Health and Care Plan made for him/her will be asked for his/her input. Similarly, when a Statement of Special Needs is converted to an EHC Plan, the child will be consulted.

13. What should I do if I want to make a complaint about the way the school deals with my child with Special Needs?

If a parent or carer has a concern about the treatment of a child with SEN, s/he should first of all speak to the child's teacher. Sometimes this can be done informally by dropping in at home time, but it is better to make an appointment through the school office, as this means the teacher can give more time to the conversation without distractions.

If this discussion does not resolve the problem, the parent/carer should make an appointment to speak to the school's headteacher, Mrs Carter-Clavell. She will gather as much information as possible and either ensure that necessary changes take place or explain why the school is unable to meet the parent's/carer's request.

At this stage, if the parent/carer is not satisfied, s/he will need to approach our chair of governors, Mr Sands, who can be contacted via the school office. He will consult our governor with responsibility for SEN, Mrs Lucas, and they will work with the school staff and the parent and child to find a resolution.

The Local Education Authority has a department which is there to support parents who have a child with Special Educational Needs. They will accompany parents to appointments, explain technical jargon, help the parents to fill in forms, suggest support groups which can help, and help parents and school to liaise. Their job is not to resolve complaints, but their involvement early on often helps to stop worries turning into big issues. You can find them at: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

14. How does the school involve other agencies to work with my child?

Most children with Special Educational Needs are cared for and taught very effectively within the usual school system. However, some children benefit from support from other agencies, such as the Local Education Authority's Inclusion and Disability Support Service, National Health Service (physiotherapy, occupational therapy, speech therapy, CAMHS, etc.) Social Services, Best Start, Counselling services, specialist teachers and others.

If a child needs involvement from a range of agencies, a Common Assessment Framework document will be filled in. This brings all the information about the child and the family and their needs into one place. The parents/carers and child are asked to give their views and are asked for permission to share the form with any relevant agencies. The idea is that once the information has been collected, it does not need to be repeated every time the parent/carer meets someone new. Once a CAF has been opened, there will be regular Team Around the Family meetings which will bring together all the family's support agencies to work out a plan for the next six months.

Sometimes, school is approached by other agencies, usually asking to come into school and offer therapy to the child. At other times, the school might approach the other agencies to ask for their support in teaching the child or keeping him/her safe.

Occasionally, the school will buy in services to help a child or a group of children. Examples might be counselling services, or training for staff in a particular area, such as Sign Along or helping staff to teach children who are on the Autistic Spectrum.

15. How can I find support for myself and my child with Special Educational Needs?

The first person to ask for advice about your child's needs in school is the child's teacher. However, you can find further advice from a range of places:

Mrs Carter-Clavell (headteacher) and Mrs Heaton (SENCO) can usually answer straightforward queries. They can be contacted via the school office.

The Lancashire FIND (Family Information Network Directory) is very useful and friendly. It issues a newsletter four times a year, which can be found if you go to www.lancashire.gov.uk and then search Family Information Network Directory.

If you are considering our school as a possible setting for your child with Special educational Needs, you can find our Local Offer on our website. You might also like to look at the local authority's Local Offer information. Go to www.lancashire.gov.uk and search Local Offer.

If you think we might be the best place for your child, please ask for an appointment to tour the school with your child and to speak to our head, Mrs Carter-Clavell, about the special provision your child needs.

16. How will the school support my child on entry or when moving to a new setting?

Before a child joins us in Reception, our Reception teacher will visit the child's nursery to meet the child. There will be a few scheduled visits for groups of children in July and a short induction period in September.

When children move on to high school, they are visited briefly by a teacher from the new school and our Y6 teacher briefs the new school on the strengths, weaknesses and characteristics of the children. Records Special Needs provision will also be sent to the new setting.

A child with a statement (or EHC Plan) will have extra support. There will be a Transition Review Meeting in the summer term, which will involve the child, parents or carers, school Y6 teacher, and either SENCO or head teacher, as well as any people from other agencies who are involved in the child's care. The SENCO from the receiving school will also attend this meeting in order to make the preparations necessary to care for the child.

When a child comes to us part way through a year, we will arrange visits on an individual basis.

17. Where is the School's Local Offer Published?

The Local Offer is published on our website: <http://rivington.lancs.sch.uk/lo-whole-school>

