



SEN and Disability

Local Offer:

Rivington Foundation Primary

Mainstream, Short Stay Schools, Special
Schools and Academies

Rivington Foundation Primary School,
Horrobin Lane,
Rivington.
BL6 7SE

Acting Headteacher: Mrs. Sarah Annette BA(QTS)

Telephone Number 01204 696951

<http://www.rivington.lancs.sch.uk>

What age range of pupils does the school cater for? 3-11

Name and contact details of school's SENCO: Heather Whittaker –
hwhittaker@rivington.lancs.sch.uk

Accessibility and Inclusion

What the school provides

Rivington Primary is a provider of outstanding education (Ofsted Nov. 2011) where children with SEN make good progress. Rivington FP is an old building situated at the heart of Rivington village at the side of Rivington Reservoir. The setting is rural and the school makes good use of the local environment having a Forest Schools practitioner on the staff.

The site of Rivington FP is not ideally suited to those with mobility difficulties being positioned on a sloped site and having many different levels within the school. However, in past years the needs of a child with cerebral palsy (who for the majority of his 7 years here was mostly in a wheel chair) were catered for. Adjustments were made to the school building; installing a stairlift, acquiring a stair raiser, building ramps, installing disabled toilet facilities, providing a drop off zone and purchasing any necessary equipment.

All displays, policies and procedures are available for any interested parties to freely access. Information can be provided in different languages on request. If a need becomes apparent to communicate with parents and families whose first language is not English or they have additional needs, arrangements can be made on request.

Signage around the school is child friendly; the younger children having many visual prompts to help them during the day. When necessary, specialist equipment is purchased to aid the progress of children e.g. specialist chairs, lifts, stair riser, lap tops, specific IT programmes, non-slip table mats, coloured overlays to aid reading, easy grip cutlery. If a child with additional needs has a recommendation from an external agency that a specific piece of equipment would be helpful, then the school will make all efforts to comply with this.

School also provides:

- A disabled toilet.
- A School Accessibility Plan.

- Classroom with blinds, creating better acoustics are also an aid for the visually impaired.
- Access for all children to a differentiated curriculum and if appropriate the support of a Special Support Assistant and Special Support Teacher.
- Information is available on the school website and a community noticeboard in addition to weekly newsletters.
- School is willing to seek the advice of experts should the need to adapt the school for individuals needs arise.
- The school has a selection of ICT programmes for all pupils in addition to iPads, headphones, laptops, computers and interactive whiteboards installed in every classroom.

Teaching and Learning

What the school provides

Rivington FP offers educational provision from 3-11 years. Our foundation Stage setting aids the early identification of special needs. The SENDO for the school is also the SENDCO for the EFYS so by the time the child reaches statutory school age intervention may well have already taken place, depending upon the nature and severity of the difficulty. If a member of staff or parent shows concern about a child's development, progress or behaviour the school will start an individual/Targeted education plan (IEP/TLP) for the child to monitor progress closely and set SMART targets. If after a pre-determined time concerns are still shown advice from outside agencies will be sought and specialist teachers may come into school to work with the child. In some cases the child may benefit from extra adult support within the classroom; this may be in the form of 1 to 1 working or small group support where the child can be supported with a small group.

At Rivington FP we have a well-trained, highly motivated team of support teachers who all have experience of supporting children with additional needs. It may be that the child would benefit from a special equipment or technology, if this is the case the school will prioritise the funding of this.

In some case where it becomes clear that the school cannot meet the needs of the child with the available resources the SENDO will work with the parents to apply for additional funding or to look for a place in a specialist school. Through each of these important steps the school will support the child and parents.

All staff have continuous professional development linked to the needs of the school. All staff have had training to support children on the autistic spectrum, children with epilepsy and children with emotional difficulties. The staff who work directly with children who have additional needs will access training directly linked to those children's difficulties.

During end of key stage assessments children with special needs are supported sympathetically and the extra support needed is applied for or rarely, dis-applying a

child from testing if it is felt that it would be too distressing for the child or the child is working well below the necessary levels. Provision given to children with special needs is carefully monitored to ensure that all necessary funding is used to support the child. This is done as creatively as possible to ensure best value for all children. The school's SEN provision mapping is available for parents to view.

Rivington has a close partnership with parents of SEN children; working with them to achieve the best possible outcomes for their child. All parents of SEN children receive regular IEP's for their child so that progress and targets can be monitored with good suggestions as to how a parent may help their child at home. On occasion parents have attended courses with their child's support teacher to help them gain more insight into their child's needs.

What the school provides:

Early support – which build relationships with parents and help us to identify needs as early as possible.

We as a school, recognise the need to identify a child with SEN, EAL or AGT as early as possible in their school life.

- We have implemented the Early Years SEN procedures in the EYFS.
- School will seek outside agencies help and advice on the provision of intervention strategies.
- On entry to Reception, children will be monitored and ongoing assessments and baseline assessments will be completed.
- Any concerns arising from the results of these tests will be monitored and discussed with the SENDCO and parents.
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher will assess and monitor the children's progress in line with existing school practices and will inform the child's parents and SENCO of any concerns regarding the child's progress.
- The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school.
- The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- Children can be assessed by outside agencies such as SEND Team Traded or Inclusion Solutions.
- Each class has the benefit of at least one Teaching Assistant.
- In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by SEND Traded Team/NHS
- School has employed a Speech and Language Therapist, who will support children in their early years at school with any speech and language difficulties.
- School has a small number of TAs who are trained in: ELKAN, Better Readers, and other school based interventions.
- School has close links with Lancashire and Bolton Early Help, who support families with any difficulties that they are having.
- School has a nurture programme, which supports children with social,

emotional and behaviour difficulties.

- Staff have received first Aid and other relevant medical training as required.
- When sitting examinations children with SEND can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN/intervention provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The school assessments, monitoring the progress of pupils receiving Pupil Premium as well as children with SEND, AGT, EAL, and other vulnerable children.

Reviewing and Evaluating Outcomes

What the school provides

- Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child.
- Pupils are also asked to make a contribution to the review. TLPs are produced and reviewed termly or half termly depending on the circumstance and needs of the pupil.
- The school welcomes parents into school to discuss any concerns they may have.
- Pupils' progress is monitored throughout the school, by class teachers and is discussed in detail during termly pupil progress meetings.
- Class teachers update their class provision maps on a termly basis. All children are treated as individuals, with personalised learning.

When a child has needs that require an Education, Health and Care (EHCP) Plan then the school SENDCO will arrange for regular review meetings at least annually, depending on the need. The child, parents, school staff and outside agencies involved with the care of the child will be invited to a review meeting where progress is assessed, targets set and provision revised.

All children who the school feel have special needs are set an IEP either termly or half termly depending on need. This sets down the targets for that period, what the child needs to do, how school will help and what help can be given from home. This IEP is reviewed at the end of the term and new targets set. It is important that the child and the parents have opportunity to contribute to this.

Depending on the need the IEP may require intervention from outside agencies, additional support from within school or specialist equipment. Within the bounds of funding these arrangements will be made for the child.

Some children, whose educational needs are on-going and whose provision is constant may have an SEN support plan. As a school we now hold termly meetings with parents of children with an SEN Support Plan. Class teachers facilitate collaborative planning meetings, where parents are encouraged to contribute to the evaluation of the child's previous targets and to also consider their child's next steps in education. These meetings are in addition to the usual parent's evenings.

The school assesses the effectiveness of the provision made for the child in many ways; academic progress against targets being the most objective way of doing this. It is important that each small step is recorded so for some children we use PIVAT assessments which break down learning into tiny steps, for others they are assessed against National Curriculum levels. Sometimes the subjective judgements are more important; how is the child feeling; are they happier; are they coping with school, how is their emotional well-being. All these things are taken into consideration when assessing when evaluating effectiveness of provision the school gives.

Keeping Children Safe

What the school provides

Risk assessments are carried out by class teachers, SENCO and the head teacher dependent on the level and frequency of risk and the purpose of the assessment.

If a child's special needs mean that he/she may be at risk of harming himself or others during the school day then an individual risk assessment or series of risk assessments will be written. These will be updated if necessary and shared with parents and staff. On some occasions they may be shared with or written by specialist teachers

Teachers and teaching assistants support handover arrangements to the appropriate parent/carer at the end of the day.

A member of the senior leadership team supervises playtimes and lunchtimes, along with teaching assistants and midday supervisors.

Any additional afternoon breaks are at the discretion of the class teacher and are supervised by them and the class teaching assistants.

If a child may be at risk during break, lunch or PE times then risk assessments will cover this and on some occasions the support teacher may be on hand during these times.

Support is available in every class but some classes have additional adult support if required.

All relevant policies can be accessed by parents in the school office or on the web site. Parents can access the Anti-Bullying Policy on the new school website.

If required, a handover is carried out by an TA/SSA or class teacher to the appropriate parent/carer.

On school trips, the children are supervised by the appropriate ratio of adults and a risk assessment is completed and approved by the EVC.

School trips are planned with the needs of all pupils in mind including those with disabilities eg inspection visits are made prior to the trip to make sure risk assessments are up to date; special coaches are booked if wheel chair access is necessary.

Rivington does not have its own car park but it is possible to drop off disabled children or visitors.

The school is enclosed and secure at all times during the school day.

Health (including Emotional Health and Wellbeing)

What the school provides

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. Early Years staff access Paediatric first Aid.

Our lead first aider and takes responsibility for maintaining the first aid equipment and the safe storage and administration of medicine. She is fully trained in the County's administration of medication requirements.

If it is necessary for a child to be given medication at school, the medication must be prescribed by a doctor and parents must fill in the necessary forms in school. The support teacher will keep a careful record of medicine given and ensure the medication goes home with the child.

Some medicines are classified as dangerous drugs and these are stored in a locked medicine box.

In some cases children need a care plan that all staff are aware of e.g. in case of epilepsy, asthma or allergy. It is important that the child's parents work in partnership with the school to ensure best care is given. School will ensure that all staff who have contact with the child are given medical training to ensure they know how to deal with an emergency. Each child will have a Key Worker who knows all details of the child's care and can liaise with other staff.

In case of an emergency occurring that a member of staff cannot deal with an ambulance will be called and the child's parents informed. Depending upon the need, children may be able to receive expert help on school premises e.g. speech therapy, occupational health, physiotherapy, specialist teachers, educational psychologists, play therapists or counsellors. The school can arrange for these

interventions to take place.

Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records.

Communication with Parents

What the school provides

Rivington has an excellent record of communicating with parents in many ways. The school has an "Open Door" policy and key members of staff are available by appointment before and after school to meet with parents.

The School's prospectus outlines the roles of staff and parents are invited in to school to meet their child's teacher and support staff at the start of the year. There are 3 opportunities during the year to meet with teachers for updates and progress reports are sent home at the end of each term.

We encourage visits to our school during the school day. A child can visit us for a morning or an afternoon before they move from their existing school so that early relationships and friendships can be established.

Parents can give feedback to the school in a number of ways. There is an opportunity during the year to answer a parent questionnaire. Parents can email school head@rivington.lancs.sch.uk to give their views. Parents can give feedback at Parents Evening/Day meetings and at annual review meetings. Parents can also provide their views on the Ofsted Parent View website.

The parents are offered an annual questionnaire to express their views on different aspects of school and the headteacher holds end of key stage meetings with parents to give them an opportunity to give their views.

The school has a Parent Council which is a forum for parents to share views and offer ways in which school can improve.

School website and newsletters provide updates.

Staff engage in regular informal dialogue with parents and a text messaging/e-mail service provides information when necessary. School has fostered positive parent partnerships with parents.

Working Together

What the school provides

It is important that all parts of the school community have their opportunity to

comment on school and share their views. At Rivington children can be part of the School Council, the forum through which all children can share their views. The children also take part in an annual pupil questionnaire which allows them to give their views anonymously. Circle time and class discussion are also time to give views. Children need to be given credit for their ideas and recognition if they provide a service in school.

Parent Governor is an important role on the governing body, representing the views of the parents. Rivington has 2 elected parent governors who work very hard for school. Parents can also become part of decision making by attending Parent Council meetings or filling in comment sheets following Workshops.

The Governing Body has an SEN and Disability link governor who is made aware of updates and information relating to support by outside agencies. Governors are supportive and willing to get involved in all aspects of support for children with SEN. It is the school SENCo who will liaise with outside agencies.

All parents are asked to complete a home school agreement with their child at the beginning of each year. At Rivington families with children with special needs are a key part of school community and whenever possible are given special consideration to meet all their needs e.g. parking spaces, reserved seats at concerts, open door to headteacher and SENDCO, signposting to outside agencies.

School accesses support from the following outside agencies:

Early Help and Well-being (Bolton and Lancashire)

Speech and Language Therapy

Educational Psychology Service

Health visitors

School Nurses Service

Play Therapy

Parent Partnership

Elections to the Governing Body are held in the event a vacancy arises.

School has several reading volunteers, who are parents or other significant family members.

We also have parents who help out with creative projects. Parents are always welcome to help out in school.

What help and support is available for the family?

What the school provides

Rivington understand the importance of working in partnership with parents and the SENDCO is available to support parents in filling out forms or applying to different agencies for support. The head teacher and SENDCO are available to give advice and support to parents when sourcing the best treatment for their child or they will direct the parent to the best person to help. The school works with the local

Children's Centre who are available to offer extra support to families plus the County's special needs staff to access specialist help.

The Class Teacher, Head Teacher or Receptionist can all offer help with forms if this is required.

There is a Community Notice board which contains additional information of upcoming events or general useful information.

If a pupil required a Travel plan to get their child to and from school this would be dealt with by the class teacher, SENCO and Head Teacher if required.

Transition to Secondary School

What the school provides

As a small school, Rivington believes it is extremely important to make the transition to Secondary school as smooth as possible. We insist that each Secondary school sends a representative to school to meet the children about to start at their school.

We ensure that the class teacher talks with the Secondary school about each people and provide a written report. We facilitate the children visiting their new school for taster days.

In some cases the support teacher may accompany the child on taster days or arrange for additional visits to the high school.

For all children with special needs going to secondary school a full "handover" takes place with as much information sharing as possible to ensure continuity of care.

Extra Curricular Activities

What the school provides

Rivington FP offers education to 3 years of age until the academic year in which a child turns 11. Our school pre-school offers places to up to 16 3-4 year olds.

The school offers wrap around care from 7.30 am until 6pm.

There are many lunchtime and after school activities for the children to become involved in. Children with additional needs are welcomed at all clubs.

There are opportunities for pupils to take part in dance, judo and fencing at a fee. Other instrumental tuition can be provided by Music specialists on request. In addition, KS2 pupils can take part in: football, ICT, games club, science club,

gardening club, choir, art club, sewing club and film club.

KS1 pupils are offered: art, dance, choir, story and book club and gardening.

These are all free of charge and are offered on a rolling programme.

At the end of the autumn term for EYFS to Y2 and in the summer term pupils from Year 3 to Year 6 are invited to participate in a musical production.

Where necessary, additional adult support can be arranged so that pupils with additional needs can access extra-curricular activities.

Clubs that are run by external agencies usually charge a small/fair amount; this can be waived if the child is receiving free school meals or if they would not otherwise be able to attend the club.

Rivington is a friendly school where differences are celebrated and children taught to be accepting. During our Ofsted inspections the warm, friendly family atmosphere has been commented upon.

Children who need someone to play with can stand by the "Friendship" spot and someone will come and play with them, games organised by Lunchtime supervisors or Playground Pals are open for all children to join in.

Younger children are buddied up to older children so they always have someone to turn to on the yard at playtimes.

Feedback

What is the feedback mechanism

Feedback has been mentioned elsewhere in this document.

Feedback includes:

IEP review meetings

Parents evenings

Open Door policy

School councils

Annual review meetings

End of year questionnaires.

Phone calls to the specific teacher involved.

E-mails.

Regular meetings.

Parent forum.

Parent Governors.

SEND Governors.