



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of school: **Rivington Foundation Primary
School**

School Number: **09/019**

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

Headteacher: Mrs. Sarah Annette BA(QTS)

Telephone Number 01204 696951
<https://www.rivingtonprimaryschool.co.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

Due to the age and location of the building, the school is built on two levels. Not all areas of the school are currently wheelchair accessible by interior routes. The Upper Key Stage 2 classroom and the headteacher's office is accessed via stairs. There is one disabled (adult).

Where appropriate, relevant actions are taken to ensure children full access to learning. Currently, some staff have experience of children with ASD and ADHD – it is not, however, a specialism of the school. School met a need and relied heavily on the support of outside agencies and courses.

Signage around the school is child friendly; the younger children having many visual prompts to help them during the day.

School has no specialist equipment.

Teaching and Learning

What the school provides

Rivington Foundation Primary offers educational provision from 3 - 11 years. School has one designated SENCO, Heather Whittaker. The SENCO teaches part time and is the SENCO for the remaining time. SENCO is an additional responsibility to classroom duties. Through tracking and teacher awareness of the pupils in their care, there is early identification of children with additional needs. Once identified, a child's needs are discussed with parents and both parents and school work together to ensure that there is provision made to meet needs. With no specialisms in school, there is much reliance on outside agencies.

All staff receive regular SEN and disability and awareness training. While we have

no specific specialism within the school and work very much on a respond to need basis, we draw heavily on the support of external agencies. Staff are encouraged to attend relevant LA courses and visit other schools with experience in the area of training need.

When children are taking assessments such as SATs, all appropriate formal guidelines are followed. In the past, applications have been made for extra time, a reader or scribe.

Both the SENCO and the head teacher have a sound knowledge of the children in our care with additional needs; our planning ensures that, as a school, all are fully aware of their level of support. We plan, too, for the future and ensure that interventions are timely and that there are resources to meet needs. Again, this is done with a lot of support from specialist external services.

Reviewing and Evaluating Outcomes

What the school provides

Review meetings are held annually and parents also attend regular parents evenings. In addition, the school operates an open door policy and all parents are welcome to come and talk to the class teacher, SENCO or member of the SLT should they have any additional concerns.

In addition, ILPs (Individual Learning Plans) are reviewed on a termly basis in partnership between the class teacher, support staff, SENCO and outside agencies. They are discussed with the child and with parents. Copies of new and evaluated ILPs are kept in school and used to inform the new ILP.

ILPs are available to all staff in school. Within the classroom they are treated as a working document. All staff use and refer to ILPs and annotate to evaluate and inform future planning.

Many of the staff are trained in first aid. This includes training in the use of epipens and inhalers. Again, we have no specialism in this area but ensure that all staff are trained with the support of the school nurse team.

We draw very much on the expertise of an Educational Psychologist and CISS who helps us identify specific problems once we have identified a child with additional needs. They also signpost us in accessing support and guidance should it be needed. The Educational Psychologist liaises closely with all class teachers and makes suggestions to support class teachers with writing ILPs.

Along with all children in our care, progress is tracked using a whole school tracking system, pupil progress meetings take place termly and progress of each individual is discussed. Where a child has one to one support, the support teachers, too, are invited to the meetings. Like all children in our care, children with additional needs

are expected to make progress against their baseline.

Children's additional needs and arrangements are documented on a year group provision map which gives the SENCO opportunity to see extra provision that is being used and track the attainment and progress of these children, there ensuring intervention is beneficial.

Keeping Children Safe

What the school provides

The school has a rigorous policy for carrying out and implementing risk assessments. Risk assessments are a working document. The school has 2 trained EVCs who work together with staff when organising trips. All policies are reviewed annually. School trips are planned with the needs of all pupils in mind including those with disabilities.

All children are handed over to an adult at the end of the day. There is always a member of staff standing on the two entrances to receive the children and take any messages to the class teachers.

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.

Rivington does not have its own car park. Parking can cause problems at Rivington; however, the local authority highways department are supporting school with this further.

The school is enclosed and secure at all times during the school day. Supervision at playtimes and lunchtimes is in line with the correct ratios.

Details of our anti-bullying policy are available on the website or a request can be put in writing.

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 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 at the end of the school day.

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.

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

When dealing with a child's particular needs, again, we would draw on the support of outside agencies where necessary as we have no medical specialism within school. Relevant training would be given where necessary.

We are unable to offer health or therapy services on the school premises.

Communication with Parents

What the school provides

Before starting school, there is an induction meeting for new parents where they meet all staff. At the beginning of the academic year we hold a meet the teacher session where parents are invited to meet their child's class teacher and the routines and expectations are explained.

School websites identifies SLT and SENCO.

Half termly class letters identifies class teacher, TAs and encourages parents to come into school at earliest indication of any problem. The school runs an Open Door policy and parents are welcome to speak to members of staff at either side of the school day.

Parents are updated in regards their child's progress via parents evenings (two a year) and reports. In addition, parents of children with ILPs receive a termly update in the form of the evaluated ILP.

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 and at annual review meetings.

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.

A weekly newsletter is issued to which children regularly contribute.

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.

The Governing Body is fully supportive of the School including its work for pupils with additional needs.

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.

A home/school contract is signed by all parents as their child starts 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.

Travel plans are not something that the school has had any experience of. Again, school would need help and support should a travel plan need to be put in place.

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 child 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

School has a breakfast and late stay club each day.

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

School runs the usual range of extra-curricular activities. Where these services are bought in, there is a nominal fee. All activities at Rivington are fully inclusive and school operates a buddying system, playground buddies and pro-active welfare staff who involve children in games and activities.

At the end of the autumn term each Key Stage are invited to participate in a musical production.