



Rivington Foundation Primary School Special Educational Needs Report 2019

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 range of additional needs. 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.

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

In the SEND Code of Practice 2014, describes the 4 broad categories of need as:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The purpose of identification is not to place a child in a specific category, but to help school to work out the actions that school needs to take.

At Rivington Foundation Primary it is the responsibility of the class teacher along with the SENCO to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

First and foremost we will provide quality first teaching to all pupils in our setting. It is the role and responsibility of the class teacher to provide appropriate access for all pupils in their class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Other factors may impact a child's progress and attainment which do not necessarily mean they have SEN. These can include:

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of serviceman/woman
- Behaviour

The Headteacher, Mrs. S Annette is the school’s Designated person for Safeguarding, the Deputy Head, Mrs R Sharp is the Deputy Designated person, the SENCO is also DSL trained and is the back up. The headteacher along with the SENCO will keep the governing body informed about the special educational needs provision made by the school and is responsible for matters relating to funding.

The Special Educational Needs Co–Ordinator (SENCO) and person responsible for meeting the medical needs of pupils is Mrs H Whittaker.

The SEN Governor is Mrs C Hitchen.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school’s special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school’s development plan.

All teaching and non-teaching staff will be involved in the education of our children, including those with additional needs. Teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers have responsibility for reviewing and monitoring the progress made by pupils and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

All referrals are shared with parents who are involved throughout the process.

3. Does the school have policies for dealing with children with SEN? Information for making provision for pupils with special educational needs whether or not pupils have EHC Plans.

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 Claire Hitchen, visits school frequently and maintains close contact with our Headteacher.

At Rivington we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We do this by regular auditing of what we do in school, listening to the views of pupils, parents and staff, and having a consistent, working action plan. We regularly update the governors on changes and new initiatives for SEN and the SENCO has regular meetings with the SEN governor.

Monitoring and evaluating our SEN provision and arrangements regularly means that we have an active process of continual review and improvement of provision for all pupils.

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 their class teacher, SENCO or member of the SLT should they have any additional concerns.

Individual Learning Plans (ILPs) are reviewed on a termly basis. They are discussed with the child and with parents. Copies of new and evaluated ILPs are sent home for parent reference.

ILPs are available to all support 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.

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 tracked. It is at these meetings that any extra provision 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 with SEN may still be eligible to take part in whole school exams e.g. SATs. This will depend on the individual and their needs, any decision will be made in consultation with the class teacher, SENCO and parents. Extra time or support may be given to children or children maybe deemed exempt from statutory examination.

Children with SEN at Rivington will be part of our whole school cycle. Early identification and provision is the best way to work with SEN and is the practice endorsed at Rivington. Children who have been assessed by an educational psychologist, these results will be used to support the drawing up of a child's ILP.

ILP's will set the children SMART (Specific, Measurable, Attainable, Realistic and Timely) targets to work on both in and out of school. These will set out children's specific needs and strategies to remove these barriers for effective learning.

When the school makes a request for statutory assessment to the LA, the child will have demonstrated significant cause for concern. The LA will seek evidence from the school, that any strategy or programme implemented, has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

For children with an EHCP (Education, Health and Care Plan), long term targets are laid down in this document and children's SMART targets are drawn up from these. Targets are set which are met through specialist teaching and TA support. The amount of support is built into the EHCP. Class teachers and TAs have regular meetings with the headteacher and SENCO.

All children, regardless of their needs, are given full access to all areas of the curriculum. We ensure they can take part in extracurricular activities and trips.

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 PIVATS, 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 task plans; 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 ILP.

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 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. 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.

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?

At Rivington we work to ensure that all our activities are available to all 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 kindness and 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 and 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 and then raise it with the SENCO

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 is 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, a 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 SENCO, Mrs H Whittaker. A message can be left via the school office or by emailing hwhittaker@rivington,lancs.sch.uk

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