Riverdale Primary School SEND Information Report 2021-2022

**Identification of needs**

**How does Riverdale Primary School know if children need additional help?**

* At Riverdale the identification of individual needs of children is built into the overall approach to monitoring progress and development of all pupils.
* Each term we analyse the progress children have made and identify those children’s progress that is below that we would expect and identify support to be allocated to those children not achieving their potential.
* Any additional support / intervention put in place will be revised each half term to monitor the progress children are making with this additional support
* If your child is still not making progress despite the additional support provided, we will discuss with you any concerns you may have and discuss possible further interventions or referrals from outside professionals to support your child’s learning.
* If we notice a significant change in your child’s behaviour or attitude.
* We will receive information from your child’s previous school on starting at Riverdale.

**What should I do if I think my child may have special educational needs?**

* Initially the class teacher is the first point of contact, any concerns can be discussed at any of the pupil progress meetings we hold each term, or with the class teacher at anytime of the school year before or after school .
* The class teacher will pass these concerns on to the SEND Lead  ( Mrs Reilly ) for further discussion.

**How do we involve parents in planning for their child’s needs ?**

We see your child’s education as a partnership between ourselves and you, and so you will be encouraged to be involved in discussions about and planning for your child’s education through:

* Attending their termly progress meeting and sharing your thoughts and ideas
* Sharing observations and thoughts as they happen during the school year with their class teacher
* At each pupil progress meeting with yourself a learning plan is written which identifies your child’s standards achieved, progress made and the next steps they need to make to continue to improve.
* In addition we will discuss what support school and yourselves at home could provide.  The support in school can take many forms for e.g. 1-1 support with another member of staff outside the normal teaching of that lesson, small group, additional teaching outside of the normal school day, adaptions to their timetable, counselling to name but a few.
* If additional support in school is felt to be appropriate for your child, we will inform you what that support will be and how often and write this on your child’s learning plan which school and yourselves will have a copy of.
* Any interventions are reviewed each half term for effectiveness and are adapted according to need.  Any changes will be included as part of the pupil progress meetings.
* If despite additional support your child is still not progressing in the area of concern, we will ask for your permission to seek advice from other professionals who do not work in school every day but specialise in key areas of learning and development. With your permission a referral will be made to the professional thought most appropriate. An assessment will take place with your child and input from yourselves and  school staff.   A report will be compiled by the professional providing recommendations.   A meeting will be held with you and school staff to update your child’s learning plan to follow recommendations given
* Discussion with yourself about any changes to support before the next progress review meeting and your thoughts on the proposed changes
* If your child is being considered for an Education Health Care Plan there are several meetings that need to take place at key points in time of the referral process.  Parents are invited to all of these and are encouraged to take an active role in this.

**Support**

**Who in the school will support my child and how will this be monitored and evaluated**

Your child’s class teacher - they have responsibility for:

* Ensuring all children have access to quality teaching and that the curriculum is adapted/differentiated to meet your child’s individual needs.
* Checking on children’s progress and identifying planning and delivery of additional help they may need
* Writing your child’s learning plan each term showing their current achievements , next steps needed to progress and identified support to achieve this from home and school. Sharing and reviewing these plans with parents.
* Ensuring every member of staff working with your child across a week are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
* Ensuring that the school’s SEND Policy is followed in their classroom and for all pupils they teach with SEND.
* Attend appropriate CPD in relation to SEND children within school and their class

SEND Lead  -  has responsibility for

* Coordinating all the support for children with SEND and developing the school’s SEND policy to make sure all children get a consistent, high quality response to meeting their needs
* Ensuring that you are :-
  + Involved in supporting your child’s learning
  + Kept informed about the support your child is getting
  + Involved in reviewing how they are doing  and planning ahead for them
* Liaising with other people who may be coming into school to help support your child’s learning
* Updating and reviewing the school’s SEND provision and progress grids termly to ensure the most effective support is provided for support within funding its capacity
* Organise annual and termly reviews
* Ensured personalised plans are written and reviewed termly
* To provide specialist support for teachers and support staff in the school so they can help your child achieve their potential
* Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school
* Lead the annual review of the SEND policy
* Report to governors annually on the effectiveness of SEND provision within the school

Headteacher -  is responsible for

* Allocate roles and responsibilities to staff so that special needs are met
* Report to governors on the need of the SEND children in school
* Keeping the Governing Body up to date about any issues in the school relating to SEND

SEND Link Governor is responsible for

* Monitoring the support/provision given to children with SEND in school and its impact on their progress
* Have up to date knowledge about the school’s SEND provision, including funding allocations.
* Be involved in the monitoring and review of the school’s SEND policy

**How are decisions made about the type and amount of provision a young person will need?**

* These decisions are initially made in consultation with class teacher and senior leadership team.  They are based upon the termly tracking of pupils’ progress and as a result of assessments from other professionals based outside of school.
* If further concerns are identified due to a child’s continued lack of progress or wellbeing then further interventions and support will be identified and arranged.
* Decisions can also be based on the advice from other professionals who may have been or who are working with your child
* The amount of provision is decided in line with your child’s needs
* Each intervention is reviewed each half term for effectiveness and adapted accordingly
* Some children will need to have an Education Health Care Plan.  This is something that is judged by an independent panel run by the local authority .  If a plan is issued the hours and level of support will be specified on the child’s plan and is legally binding for the school to provide. The plan is reviewed annually

**Curriculum**

**How will the curriculum be matched to my child’s needs?**

* Teachers will provide differentiated challenges for children to ensure each child can access subjects across the curriculum appropriately.
* At Riverdale we believe in low threshold high ceiling for all children. This means that all children have the opportunity to try challenges they feel appropriate for them without putting a ceiling on their experiences across the curriculum because of any specific needs they may have.
* Specialist equipment may be given to help them for e.g.. writing slope, concentration cushion, pencil grips, modified scissors, ICT equipment, overlays .

**Accessibility**

**How accessible is the school environment?**

* Main entrance and internal classroom doors all meet DDA regulations
* The school is all on one level
* Ramps have been installed where levels of the pavement and playground meet the doors .
* School Office hatch height meets DDA regulations
* Wheelchair access toilet is available
* We work closely with the Multi-Cultural Service supporting children and their families whose first language is not English.

**Parental Involvement**

**How will I know how my child is doing ?**

* You are free to talk to your child’s class teacher or the member of staff who may be providing any additional support at any time through the school year before or after school in person or via the telephone whichever is more convenient.
* You will be able to discuss your child’s progress and review their learning plan at their termly progress meeting.

**How will you help me to support my child’s learning?**

* School regularly holds meetings for parents to show different ways you can support your child’s learning
* Class teachers write newsletters which are sent home via the application Seesaw and posted up on class noticeboards and on the school Facebook page with areas of learning for the week and suggestions to help your child at home with this
* The school’s website has some help videos for parents explaining how to teach specific skills and say phonic sounds and useful websites and support for SEND.
* Class teacher’s will be only to happy to provide advice throughout the school year
* During the termly progress meetings ideas and support will be discussed to help you help your child
* If another service has been involved with your child, they will provide support and advice within their reports they produce for both school and home.
* School regularly invite parents to share in a range of activities including; family learning workshops, performances, themed days, and work exhibitions.
* Governors hold a parent pop in each term to allow parents to share their thoughts on things schools does well and ideas on how to make things even better.

**What support will there be for my child’s overall well being?**

The school offers a wide range of pastoral support for pupils encountering emotional difficulties which included.

* Thrive support across school
* Daily emotional check ins by each class teacher
* Modified timetables
* Thrive drop in and chill out space
* Headstart
* Early Help Support - offering support to families and children

**Pupils with Medical Needs**

* A care plan is written for each child with medical needs.  These are written with support from the school nurse in consultation with parents/carers. (Each plan is shared with all staff at staff meetings and displayed within the staffroom and main office for ease of reference with a photo for ease of identification for all staff. )
* Staff receive relevant training where appropriate from the relevant medical professionals for eg use of epipen, administering insulin, administering epilepsy seizure medication
* Where necessary medicines are administered in school, where a signed consent form is in place, with clear instructions identified.
* All staff have basic first aid training

**What specialist services and expertise are available or accessed by the school?**

* Learning Support Staff who focus on literacy and maths difficulties
* Speech and language specialist
* Occupational Therapists
* Physiotherapists
* Educational Psychologists
* Hearing Impaired Service
* Visual Impaired Service
* Counselling
* Behaviour Support Team
* Social Services
* CAMHS - Child and Adult Medical Health Service
* LINK
* Inclusion Team
* School Nurse
* Education Welfare Officers
* Multi Cultural Service
* Social Services

**What training are the staff supporting children and young people with SEND had or are having ?**

* Whole school training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with SEND .  This has included in the last year;  Understanding Autism and Creating Autistic Supportive Classrooms/Schools,  Working Memory Difficulties , Supporting Dyslexia in the Classroom, Developing Inference skills, Developing spelling skills , Scaffolding to support within a classroom, Thrive to support emotional and social well being
* Individual staff attending training courses run by outside agencies that are relevant to the needs for specific children - Speech and Language , Occupational Therapy, Epipen
* Mrs J Barnett - Early Help worker training includes; Working with Neglect, Disguised Compliance, Children’s Brain Development and its effect on behaviour, Impact on Mental Ill Health on Parenting and NSPCC family smiles project.

**How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all children and

* Risk assessments will be carried out and procedures put in place to enable all children to participate
* If it is deemed that an intensive level of 1-1 support is required, which school is unable to provide,  you or a relative may be asked to accompany their child during the activity.
* The schools Education Visits Coordinator, oversees all educational visits to ensure students are safe and the needs of individual children are provided for as appropriate.

**How will school prepare and support my child when joining Riverdale Primary School or transferring to the next stage of education and life ?**

* Discussions between staff from previous or receiving school will be held prior to your child starting/leaving.
* Nursery staff arrange visits to the school to get to know you and your child. Both you and your child attend the first session to help children feel comfortable and confident.
* School has a planned programme for staff to spend time in their new class prior to starting the transition period
* The current and receiving teacher meet to discuss and handover relevant information on the needs and provision required for each child.
* Additional visits are arranged for children felt to need more time to prepare for their new school/class.
* Children’s learning plans are given to SENCO of receiving school and discussed.
* Secondary staff visit the pupils on several occasions prior to them joining their new school
* Where a child may have more specialised needs, separate meetings with staff, parents, any other services involved with your child may be held to assist in move to another school.  This may start as early as a year before leaving.
* Staff attend follow up meetings once your child has started to ensure continuity of support and strategies used.

**How are the school’s resources allocated and matched to children’s special educational needs?**

* The SEN budget is allocated each financial year and the money is used to provide additional support or resources dependent on individual’s needs.
* The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time of year.
* Further support or resources may be allocated to your child following assessments by school staff or outside agencies
* Funding may be used to buy in specialist support.
* Individual Pupil Premium payments are used to support that pupils learning.
* If a child is deemed to need support above that provided within the SEN Budget allocated to school a referral will be made to the local authority SEND Resources Panel  and or apply for an Education Health Care Plan for additional funding and support.  This additional funding is dependent on the decision of the panel and based on costed provision provided in the referral forms.

**Who can I contact for further information?**

If you wish to discuss your child’s educational needs and are unhappy about something regarding your child’s schooling please contact the school office to arrange a meeting with Mrs Reilly ( Headteacher and SENCO )

 Tel :- 01642 471298

email:- office@riverdaleprimary.org.uk

I hope these have answered any queries with regards to the support Riverdale Primary School provide for children needing additional support.  Please do not   hesitate to contact school if you have any further questions .

**APPENDIX 2**

**From a Young Person's point of view, what does your school provider offer for children and young people with SEND?**

**How does the school/college know if I need extra help?**

They look at how well you are doing in academic subjects, physical ability, emotional well being and  communication skills compared to children of a similar age to you .

**What should I do if I think I need extra help?**

You should talk first of all to your class teacher about the things you find hard and the help you might need.

**How will my school/college work be organised to meet my individual needs?**

You will have an individual plan that looks at the things you need help with and says how they will organise this help for you.  This plan will be reviewed each term to look at the progress you have made and if anything has not worked well.  The next steps and actions  needed will be planned into the next plan.

**How will I be involved in planning for my needs?**

The adults who work with you will discuss how you feel and what you think might help you, or things you do or do not like about the way the support is delivered.

**Who will tell me what I can do to help myself and be more independent?**

The adults who work with you across the day will tell you and help you to see what you can do to help yourself and be more independent.

**How will I know if I am doing as well as I should be?**

Adults you work with will review your targets at least once a term, but usually every time you make a step in progress this will be shared with you.

**What should I do if I am worried about my school/college work?**

Every member of staff is available to talk to you about any concerns you may have and in addition to this we also have two trained Thrive practitioners who work across the school who you can talk to about your worries too.

**How can I get help if I am worried about things other than my school/college work?**

Our Thrive practitioners are here to help you about any worries not just school work.

**How will I know who can help me?**

Talking to your teacher will let you know who can help you.

**Who can I talk to about getting involved in student activities if I need extra help?**

You can talk to your class teacher and or any adult you feel comfortable talking to.

**If I have a disability or additional need how can I join in school/college activities?**

We will carry out risk assessments of activities in school and identify what additional help you may need to take an active role in activities .

**What help is there to get ready to start college/school?**

We have a 2 week transition period before the beginning of every new year to allow everyone to get to know their new classroom, teacher and any adult they may be working with.

If you start in the middle of a year we will encourage you to visit our school and spend some time with your new class  You will meet with Mrs Reilly and talk about any additional needs you may have to make sure we are prepared for your start to support you and your needs.

**How will I be prepared to move onto the next stage of my school life including employment and life skills?**

Every year you will have a two week transition with your new class teacher.  If you need extra time then we will satrt some extra visits earlier for you.