

Rivington Primary School



Special Educational Needs Information

At Rivington Primary School we aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils' diverse learning needs. The opportunities and experiences we provide enable our pupils to participate fully and give of their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils.

We appreciate that children may have special educational needs throughout, or at any time during their school career. This policy outlines the graduated response employed by Rivington Primary School to facilitate the full inclusion of pupils with special educational needs.

The Special Needs Co-ordinators are:

Mrs Linda Burrows and Miss Stella Harris

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

1. Overseeing the day-to-day operation of the school's S.E.N. policy.
2. Co-ordinating provision for pupils with S.E.N.
3. Liaising with and advising colleagues through informal and formal meetings, staff meetings and in-service training.
4. Overseeing the records of all pupils with S.E.N.
5. Arranging annual review and liaising with parents of children with additional funding.
6. Timetabling reviews with children and parents for all children on the S.E.N. register.
7. Compiling and maintaining the S.E.N. register.
8. Ensuring relevant I.E.P.s are in place
9. Monitoring children's progress and in consultation with the class teacher planning future steps for action or referral.
10. Liaising with external agencies including the L.A., Support Services, Inclusion Officer and Educational Psychologist.
11. Together with the Head Teacher, monitoring and evaluating provision and reporting to the governing body.
12. In consultation with the Head Teacher, timetabling S.E.N. support teachers and support staff.

If you have any concerns regarding S.E.N. matters do not hesitate to contact us.

Current S.E.N. Information

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (S.E.N.), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the S.E.N. system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

• The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with S.E.N. and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level S.E.N. as well as the options available to support families who need additional help to care for their child.

What will it do?

• The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are Rivington Primary School's responses to these questions.

1. How does Rivington Primary School know if children need extra help?

A concern about a child's progress can be triggered by;

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their performance against the level descriptors within the National Curriculum at the end of a Key Stage
- results in Q.C.A tests
- Standardised screening or assessment tools
- behaviour
- observation of social skills, meeting milestones
- expressions of concerns from parents

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

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then contact Mrs Burrows or Miss Harris who are the SENCOs

2. How will I know how Rivington Primary School support my child?

We place great importance on parents as partners in the education of their children. Parents are particularly invaluable in supporting pupils with S.E.N., in partnership with the school. They are actively consulted throughout the graduated response.

Parents views are sought and recorded in providing additional information about their child, and in the setting and evaluating of I.E.P. targets. The parents help is sought in providing the support at home as detailed in their child's I.E.P.

We support parents in keeping them fully informed of their child's progress, informing them of the services available such as the St Helens IASS.

Parents are informed of the school's policy and procedures in our Prospectus. If you wish to know more please contact us.

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

Rivington Primary School offers all children a broad and balanced curriculum by using strategies and approaches, which differentiate between pupils of different abilities.

Ways of differentiation used include;

- Extra adult support
- Use of I.C.T.
- Appropriate methods of recording linked to ability
- Resources
- Practical approaches to learning
- Pupil mentoring
- Differentiated tasks
- Time
- Pre and post tutoring
- Opportunities for revisiting learning
- Intervention programmes

All children will have access to the National Curriculum programmes of study but not necessarily those for their year group. For children with I.E.P.s opportunities are available to take part in activities with other year groups to enable access to appropriate programmes of study. Care will be taken to maintain their self-esteem. Where a child has physical disabilities advice will be sought from appropriate agencies for access to the P.E. curriculum.

We offer opportunities for all children to learn in different ways, for example:

- Investigation and problem solving
- Group, paired, independent or whole class work
- Asking and answering questions
- Using I.C.T.
- Fieldwork and visits to places of educational interest
- Creative activities
- Drama, role play, oral presentations
- Participation in physical activity
- Taking into account, where possible, children's interests and preferred way of learning

Support for children with S.E.N. is delivered both in class and on a withdrawal basis, either individually or in small groups. Adults within the classroom encourage and explain tasks and employ a range of strategies to enable children with S.E.N. to access the curriculum at an appropriate level. During withdrawal sessions, children work on specific targets and programmes. Teachers ensure a smooth re-introduction to the classroom.

We base our teaching on knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to the child's level of ability. In planning work for children with S.E.N. we give due regard to targets and information contained within I.E.P.s. These Individual Education Plans, employing a small steps approach,

feature significantly in the provision that we make in school. Our use of finely graded steps and targets ensures that our pupils experience success.

4. How will I know how my child is doing?

Parents will be invited to meet with their child's class teacher during each term to discuss their child's progress towards their IEP targets. Each IEP review will include an overview of how far their child has met their previous targets, the current levels of attainment for literacy and numeracy and recommendations for next steps.

This is in addition to the parents meetings offered to all parents and the reports that are sent home at the end of each academic year.

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

Each IEP will include suggestions of activities that parents can use at home in order to help their child achieve their targets. This will be discussed with parents at the IEP meeting during each term.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, pastoral leader, SENCO and teaching assistants are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- The school has used the local authority for Restorative Justice.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member and the medicine is prescribed by a doctor (see school policy)
- We have trained first aiders.
- Staff are trained to deal with specific medical conditions as appropriate.

6. What specialist services and expertise are available at or accessed by the school?

Each term, a multi-agency planning meeting will be held in school in order for the SENCOs to discuss any children who may need further support or access to specialist services.

The specialist services accessed by the school are:

- LA Inclusion Officer

- Educational Psychologist
- Behaviour Improvement Team
- Children's Disability Services
- LASC
- CAMHS
- Learning Support Team
- School Nurse
- Speech Therapy
- Occupational Therapy
- Experts from Special School Provision (Lansbury Bridge)
- The Bridge Centre
- St Helens IASS
- Paediatric Services
- Teaching School Special School Partners

From time to time it may be necessary for school to liaise with other external agencies in order to gain specialist training, information or support for a child's specific needs.

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

Different members of staff have received training related to SEND. Experienced staff deliver training to others.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- Restorative Justice

Staff with recognised S.E.N. qualifications:

Miss Harris and Miss J Speakman have gained the 'National Award for Special Educational Needs Co-ordination'

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

Children with S.E.N. engage in all the activities of the school. This includes educational visits, extra-curricular clubs and roles and responsibilities in school e.g. House Captains, Bully Busters, School Council One child with S.E.N. created his own job role in Year 6 to meet his individual needs. Specialist advice is sought where necessary and risk assessments take into account any disability. If it were not possible for a child to take part in an activity because of a disability, a suitable alternative would be found. Parental views would be taken into account when planning for this.

9. How accessible is the school environment?

The school is adapted for children with hearing impairments. Facilities include extra loud bell, soundproof unit, specialist equipment and resources. The school is also adapted to meet the needs of visually impaired children with white lines on the corners of external walls, and a handrail to lower level classrooms. The Nursery is a single storey building fitted with changing facilities.

The main school building has a lift to allow children and adults with disabilities access to all levels. The main school has disabled toilets and disabled parking available.

The school is making forward plans via the school accessibility plan to progressively meet the needs of future pupils who may have a disability. The school will be constantly monitored for accessibility for all and when necessary, modifications made. This will be done through liaison with the L.A. and Access Plans.

10. How will the school prepare and support my child when joining Rivington Primary School or transferring to a new school?

The school follows the L.A.'s procedures for transition to secondary school. Early meetings are sought with representatives from the receiver schools to determine provision needed and records are passed directly to the S.E.N.C.O. Special transition arrangements are put in place, personalised to the child's own needs.

Where pupils transfer from special schools or language units, close liaison is maintained and a programme of gradual integration into the mainstream classroom is provided for.

As far as possible, the needs of pupils with S.E.N. will be met in the mainstream school.

11. How are the school's resources allocated and matched to children's special educational needs?

The Head Teacher describes the funding allocation to the Governing Body. The major funding allocation is directed towards staffing (*see S.E.N. Team*). All these staff support children in class or in withdrawal groups, or are attached to individual children with statements of S.E.N. It is our school policy to encourage children with 1:1 provision to work with different adults so that they do not become dependent on one individual. Most of our 1:1 children will work with at least 2 members of support staff.

The S.E.N.C.O. submits a bid for S.E.N. resources as part of the annual School Improvement Plan. Any other resources are purchased according to need, to facilitate access to the whole curriculum.

12. How is the decision made about how much support my child will receive?

Initially support a child receives is decided upon by the class teacher. This may be done in consultation with the SENCO or the Senior Leadership Team. If a child receives additional support funding from the LA, an annual review will be held and support for the coming year will be discussed.

13. How will I be involved in discussions about and planning for my child's education?

Every term a review of a child's IEP will be sent out to parents along with an invite to meet with the class teacher. Parents are invited to comment on the review and bring this with them to the meeting with them to discuss it with the class teacher. During this meeting, parents and the teacher will plan what the next targets will be and what support the child may need to meet these.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or the SENCOs.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

If you still feel that your child's needs are not being met please contact the Head Teacher.