



Riseley C of E Primary School Parents Information

SEND Information Report 2023-2024

Introduction

Riseley C of E Primary is supported by Bedford Borough to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs

The School SEND Information Report:

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. Your child has Special Educational Needs. What can we at Riseley Primary offer you?

At Riseley Primary, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities. Please read the questions below for more information about the Local Offer from our school and how we can support your child.

1) Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or Disability (SEND)?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs and Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/ Individual Provision Plans (IPPs)/ Provision Map and One Page Profiles, sharing and reviewing these with parents each half term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo, Mrs Rachel Wingerath is responsible for;

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are;
 - a) Involved in supporting your child's learning
 - b) Kept informed about the support your child is getting
 - c) Involved in reviewing how they are doing

- Liaising with all the other people who may be coming into school to help your child's learning, e.g. Speech and Language Therapy, Educational Psychology
- Updating the school's SEND register (a system for ensuring that all SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Executive Head teacher, Mr Leigh Pointon is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor, Mr Graham Coles is responsible for;

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Meeting with the SEND Co-ordinator at least once each term to monitor and evaluate the provision.
- **The School contact number is 01234 708218**

2) What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean -

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve the use of practical learning, using IT.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work
- Intervention which may be in the classroom or a group room and run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from Local Authority services, such as the Behaviour Support Team or Sensory and Communication Support Team Services (for students with a hearing or visual need, or an autism spectrum condition) or outside agencies such as Speech and Language Therapy (SALT) Service.

For your child this would mean;

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Educational Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual /small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3) What are our arrangements for consulting children with SEND and involving them in their education.

- SEND questionnaires for parents and pupils to complete.
- IPP review meetings with children and parents.
- Termly Pupil Progress Meetings with the Head teacher, class teachers and SENDCo.
- SEND meetings with parents once a term.
- Completing one page profiles so that we can understand how the child would like to be helped.
- Annual review meetings.
- A child centred approach to Annual Review meetings, involving the child as much as we can.

4) How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Co-ordinator (SENDCO) or the Head Teacher. The school SEND Governor can also be contacted for support. Please phone the school (01234 708218) to make an appointment.

5) How will the school let me know if they have any concerns about my child's learning at school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and

- Listen to any concerns you may have.
- Ensure you know how to support your child at home.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

6) How is extra support allocated to children and how do they progress in their learning?

The school budget, received from the EFA, includes money for supporting children with SEND. The Executive Head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Executive Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including;

- The children receiving extra support already,
- The children needing extra support,
- The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

7) Who are the other people providing services to children with SEND in this school?

School provision:

- Every teacher is responsible for teaching SEND children in their care.
- Teaching Assistants and teachers often work in a quiet space, with either individual children or small groups.

- IT support, in the form of writing, maths, phonics and spelling programmes, is delivered to small groups or as individual sessions, according to need.
- Teachers and Teaching Assistants offer support for children with emotional and social development through our Nurture provision and small group sessions.

Local Authority Provision delivered in school 2022-2023:

Educational Psychology Service (full cognitive assessments) and their drop-in service for teachers and parents

Inclusion Support Team

Early Years Support Team

Early Help Team

Autism Advisory Support

Team TEACCH support Team

SEND Advice (independent support) to parents and carers

[http://www.bedford.gov.uk/education and learning/parental support/send advice.aspx](http://www.bedford.gov.uk/education%20and%20learning/parental%20support/send%20advice.aspx)

Health Provision delivered in school:

SALT referrals (Speech and Language Therapy) and drop-in service

School Nurse

Occupational Therapy

Child Development Centre (CDC) – provision following referrals

CAMH

Mrs Sharp has overall responsibility for managing the administration of medicines and attends regular training for this role. All staff are made aware of children to have a medical issue. Children who need to have one have a care plan and their needs are carefully considered for all visits away from the school.

It is the responsibility of parents/carers to notify the school of medical needs.

8) How are the teachers in school helped to work with children with SEND and what training do the teachers have?

The SENDCO's role is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder Conditions (ASC) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the specific children in their class.

9) How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups, according to their individual need.
- Planning and teaching will be adapted, on a daily basis as needed, to meet your child's learning needs.
- All children are welcome to attend extra-curricular activities. Where necessary as adult can support your child at these activities. Staff taking extra-curricular activities will be notified of any child who needs additional support.
- All children are welcome to attend Before School Club (from 7.30am) and After School Club (from 3.15pm-5.30pm)

10) How will measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Executive Head Teacher and SENDCo every term in reading, writing and maths.

Policies for identifying children and your people with SEND and assessing their needs:

- **SEND Policy available on the school website.**

Children are continually monitored and observed in class. We believe in early identification and intervention in order to support children and parents as soon as possible.

All children in **Reception** will be assessed using a Baseline check within the first 6 weeks of them starting school in the Autumn Term.

At the end of **Year 1** all children are formally assessed using a phonic screening test which is issued by the Department of Education.

In **each year group all children** are assessed throughout the year to measure their progress against the National Curriculum programmes of study.

Where necessary, children will have an IPP based on targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan (next steps) made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENDCo, subject leaders and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

11) What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available, by appointment, to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the CYP involved directly, or where this is not possible, in a report.
- Personal progress targets/IPP/Provision maps will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact books may be used to support communication with you when this has been agreed to be useful for you and your child.

12) How is Riseley Primary accessible to children with SEND?

- The school is compliant with DDA requirements.
- The school is on one level with access through double doors.
- The front desk is wheel chair height and is DDA compliant.
- There are two disabled toilets and one shower room.
- Externally there are textured paving slabs for additional safety.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Before and After-school provision is accessible to all children, including those with SEND.
- Extra-Curricular activities are accessible for children with SEND.

13) How do we support your child when they are joining this school, leaving our school or moving to another class?

We recognise that transition times can be difficult for a child SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools when appropriate.
- If your child would be helped by a book to support them to understand moving on, then one will be made for them. (Social Story)
- Your child will be able to visit our school and stay for taster sessions.

If your child is moving to another school:

- We will contact the school SENDCo and ensure they know about special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Extra visits to the new school will be arranged for your child.
- If your child would be helped by a book to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IPPs/Provision Maps will be shared with the new teacher.
- If it helps, a book will be made to support them in understanding moving on.
- Teachers and TA's will hold joint transfer meetings so that details can be shared fully.
- Teachers and TA's will spend time with their new class.
- There will be transition days.

In Year 6:

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's next school.

Where appropriate, a transition review meeting to which you will invited will take place with the SENDCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book to support them in understanding moving on, then one will be made for them.