

Special Educational Needs and Disabilities (SEND)

Information Report

November 2022

Welcome to Riston C of E Primary Academy SEND information report which is part of the East Riding of Yorkshire Local Offer for learners with Special Educational Needs. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

1. The kinds of Special Educational Needs for which provision is made at the school. Riston C of E Primary School is a mainstream school that offers provision for children from 3-11. At Riston Primary School we value all members of our community as stated in our Christian Vision Statement: **Together with God we love, learn and grow.**

At Riston C of E Primary School we nurture the unique, individual potential of every child. As a family, together with God, we love, learn and grow.

Kinds of Special Educational Need and supporting provision

Social Emotional Mental and Health (SEMH)	Communication and Interaction	Cognition and Learning	Sensory and/or Physical
<ul style="list-style-type: none"> Emotional Literacy Support (ELSA) Daily check-in All classrooms have a reflection area Hives- indoor and outdoor area for reflection 	<ul style="list-style-type: none"> Individualised Speech and Language programme where appropriate e.g. Colourful Semantics. Comprehensive CPD for specialist TA and all staff Regular 1:1 or small group interventions as directed by a Speech and Language Therapist. Friendship groups Makaton Access to specialist services such as Inclusion Practitioner. Visual timetables in every classroom Flow Charts Now and Next 	<ul style="list-style-type: none"> Quality first teaching Adaptations to the classroom environment including access to specific learning aids Lexia Screener programme (dyslexia) Access to small group targeted phonics and maths support e.g. Write From The Start and Times Table groups Keep Up, Catch Up Pre-teach, Post teach sessions Working Walls Word mats and 	<ul style="list-style-type: none"> Adaptations to the learning environment Additional resources, e.g. Chromebooks, sensory toolkits, fine and gross motor equipment Access to online specialist resources. Fine and gross motor interventions. Access to specialist services such as: Occupational Therapy (OT) or Sensory and Physical Teaching Service (SAPTS). Go, Kids, Go. SAPTS training

	<ul style="list-style-type: none"> • Access to Inclusion Practitioner. 	Knowledge mats <ul style="list-style-type: none"> • Dyslexia friendly books • Speech to text feature on chromebooks 	whole school
--	---	---	--------------

2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for identification and assessment of pupils with special educational needs. Pupil progress will be monitored by teacher observation of performance in the classroom (which may include formal testing). The child's performance against National Curriculum Year group expectations is recorded using our in-school assessment system. We have access to multiple screeners, such as Lexia and GL Portfolio for Dyslexia.

Teachers use the 'Threshold of Need' (please see below) to support pupils through the graduated approach. All children have access to our 'Universal Offer' at Riston Primary, which includes Quality First Teaching and inclusive classrooms and practices.

If the teacher considers, or tests indicate, that a child is having difficulties with the curriculum, they will share their concerns with parents or carers and raise concern with Miss C Maden (SENDCO). These pupils are moved to 'Additional Support' and issued a 'Passport' which will include specific targets and provision. Teachers may informally meet with the child's parents and adaptations may be made to the child's provision including additional resources or specific short term intervention.

Following a period of monitoring more specific and specialised support may be required. We call this our 'Targeted Support'. A meeting will be held with parents or carers, the class teacher, and SENDCO to identify the area of difficulty and targets are created. The views of the child and parent or carers are also gathered at this point. If everyone agrees that the child would benefit from additional support, suitable interventions and resources will be identified.

The child's name will be added to the School's SEND register and an individual 'My Support Plan' will be written for the child, the parents or carers will receive a copy of the Support Plan. Parents are consulted termly to discuss their child's progress and support plan. Actions and targets on the SEN plans are closely monitored by the class teacher, SENCO and School Leadership Team (SLT) to ensure the targets are having the desired outcome.

If a parent or carer wishes to raise a concern about their child's progress they should contact their child's class teacher, who would be happy to discuss progress and attainment at any given point in the year. Parents or carers can also contact the school intervention teacher or SENDCO who would be happy to answer any questions or deal with any concerns.

Threshold of Need



3. Information about the school's policies for making provision for pupils with special educational needs whether or not a pupil has an EHCP (Education Health Care Plan) or Statement of Special Educational Need, including-

(a) How the school evaluates the effectiveness of its provision for pupils: The children's progress is monitored continuously by the class teacher using a variety of formative and summative assessments. Pupil progress meetings are held every half term, if a child is not making expected progress the class teacher, intervention teacher, SENDCO or Senior Management Team will identify these children. At this point new interventions are offered to allow children to "catch up".

The effectiveness of the intervention provision map is monitored and reviewed termly by the SENDCO and classroom teachers. The SENDCO meets termly with the SEND governor to discuss the provision that is in place to support children with SEND.

The SENDCO produces an Annual Standards Report. The report identifies the progress and attainment of the children with SEND. A part of this is the monitoring of the effectiveness of the provision map and interventions; if an intervention has not been effective and has not had the desired impact on the child's progress then a different intervention will be introduced.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

A child's progress is assessed by teachers and other professionals continuously. However, there are several points within the year where a child's progress is reviewed more formally.

For children on the SEND register, termly meetings are held with parents or carers, the class teacher, SENDCO and intervention teacher, specifically to review and set targets. These are in addition to parent/teacher consultation evenings; on consultation evenings parents also have the opportunity to book an appointment to meet with the intervention teacher and/or SENDCO.

If a child has a Statement of Special Needs or an Education Health Care Plan, they will have an annual review each year. All agencies involved with the child attend the Annual Review to discuss progress over the year, any changes or new needs are discussed and targets are set for the next 12 months. These pupils are indicated in our 'Threshold of Need' as 'Specialised Services'.

Parents or carers have access to communication platforms to message teachers directly. The SENDCO's email has also been shared with parents or carers.

(c) The school's approach to teaching pupils with special educational needs; The ethos of Riston C of E Primary School is to ensure every child is seen as unique and their potential must be nurtured to ensure they achieve. This school supports this by:

- Planning the curriculum to meet the needs of all pupils by considering different learning styles and differentiating tasks and resources.
- Assessing children's needs through observation and testing, and identifying the barriers to learning.
- Listening to the children and seeking their views, involving them in target setting

and reviewing progress.

- Working with parents or carers, other agencies and the LA to identify and meet the children's needs. Seeking advice and support as appropriate.
- Monitoring the children's progress using support plans that are reviewed 3 times a year.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. We aim to ensure each child 'lives life to the full' (John 10:10).

This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills; · Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles;
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing a close partnership with the whole community, particularly parents.
- Use of technology and staff deployment to support children.
- Inclusive classrooms for all children including SEND children e.g. class visual timetables, Working Walls, scaffolding.
- Concrete-pictorial-abstract methods and access to resources when teaching in Maths
- Reflection areas in all classrooms, with the addition of the indoor and outdoor Hive spaces.
- Same day interventions where appropriate.
- Focus on revising learning, recapping prior learning and using pre-teach sessions for pupils that require it.
- Adaptations to Sports day for pupils with high levels of physical needs.
- Inclusion days.

All teachers are teachers of children with SEND. Lessons are made accessible to all

by the use of a variety of strategies. These may include the use of additional adults, different learning tasks, use of different resources.

(e) Additional Support for learning that is available to pupils with Special Educational Needs;

We have a team of teaching assistants who are highly skilled in providing additional teaching support for children with SEND to ensure they reach their full potential. Every class has at least one teaching assistant who works alongside the class teacher to ensure the needs of the children are met. Teaching assistants are deployed effectively through school making sure that they supplement teaching and not replace it. Some children who have a Statement of Special Educational Need or Educational Health Care Plan may have additional adult support in some lessons.

All interventions and additional support for children with SEND is allocated according to the needs of the individual or group, within the constraints of our school SEND budget. We aim to provide an education that allows all children to reach their full potential. The allocation of resources for individuals/groups is discussed with the SENDCO, class teacher and parents. The school's SEND provision map is reviewed termly.

We welcome the support of outside agencies and work closely with staff from Educational Psychology, Inclusion Practitioners, Sensory and Physical Teaching Service, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Downsright Special, Barnardo's, Social Care, Kids.

(f) Activities that are available for pupils with Special Educational Needs in addition to those available in accordance with the curriculum.

Parents of children with SEND are encouraged to discuss their child's needs with the school to enable them to access and attend our range of after school clubs.

(g) Support that is available for improving the emotional and social development of pupils with Special Educational Needs.

Each classroom has a reflection area which is used as a calm down space. Children also have access to the indoor and outdoor Hive. We have teaching assistants who provide friendship and social skills groups. One teaching assistant is a trained Emotional Literacy Support Assistant she provides weekly 1-1 support for identified children.

We believe there must be a whole school approach to behaviour; pupils have a right to learn, to feel safe and be happy. Messages to pupils about their behaviour must be the same and pupils need to know that teachers and parents/carers support each other and that we all care about them. Extra pastoral support arrangements are in place to make

sure we listen to the views of pupils with SEND and improve our measures to prevent bullying and child-on-child abuse. All staff have taken part in Embracing Difference, Ending Bullying training. Anti-bullying week and our Diversity Role Models enhance the pupils' understanding further. The school should never 'give up' on any child and always find time to understand each child as an individual and how best to support them.

It is sometimes necessary for the Headteacher and/or SENDCO to work more closely with parents/carers to support the specific behaviour needs of some pupils. In some situations advice and support may be sought from the LA Behaviour Support Team and behaviour management support plan may need to be put in place for the child. Support can also be accessed through the Local Authority and the Ebor Hub SEN SENCO.

Exclusion would be a last resort and only applied if in the best interests of the pupil concerned and as a result of fears for the safety of other pupils. Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

4. In relation to mainstream schools and/or maintained nursery schools, the names and contact details of the SENDCO.

SENCO: Miss C Maden Tel: 01964 562422

5. Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and how specialist expertise will be secured.

Staff development is very important to us; we invest in professional development opportunities for all staff. All staff have access to internal training opportunities along with training provided within Ebor Academy Trust and the local authority.

Teachers and teaching assistants regularly work alongside other professionals from other agencies, who provide regular training within school to ensure that school staff can deliver the relevant "plan" for the individual child.

The SENDCO and all teaching & non-teaching staff work in partnership with all agencies involved with the child and are happy to undertake training as and when appropriate to support the needs of children with SEND.

6. Information about how equipment and facilities to support children and young people with Special Educational Needs will be secured.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

The SENDCO works with other services to secure additional equipment and/or resources for children with specific needs. The Headteacher, SENDCO and Governors for the school endeavour to secure the provision of equipment and facilities for children with SEND, within

the constraints of the school building and the school budget.

7. The arrangements for consulting parents of children with Special Educational Needs about, and involving such parents in, the education of their child.

Tours of the school are available for any prospective new parent/carers. For details of the specific needs of their child with SENDCO and/or Foundation Year staff prior to starting school.

For children with an EHCP/Statement of Special Educational Need, there will also be a yearly Annual Review.

Parents/Carers are welcome to contact and meet with the SENDCO, at any time during the school year.

8. The arrangements of consulting young people with Special Educational Needs about, and involving them in, their education.

All children on the SEND register complete a one-page pupil profile. The pupil profile includes the pupil's views on their interests, the things they do well, the things they find challenging and how they feel they could best be supported in school. This profile is shared with parents and class teachers. The pupils are also involved in their support plan reviews, they may attend the review or they will discuss their views with the class teaching assistant who will share them at the meeting. Parents/Carers may also share the views of the pupils from the home perspective.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school.

A parent's first contact should be the class teacher. There are 2 parent consultation evenings held throughout the year. However, a parent must not feel that they need to wait until this time. The teaching staff are always happy to discuss children's progress and attainment at any point in the year. Parents can also contact the SENDCO, who would be happy to discuss any concerns/questions parents may have.

For those parents who are unable to resolve their concerns with the teaching staff and/or SENDCO, should take their complaint to the Headteacher, who can be contacted via the school office. If the complaint cannot be resolved at this level, or the complaint is about the Headteacher, the parent should follow the formal complaints procedure.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meetings the needs of pupils with Special Educational Needs and in supporting the families of such pupils. We are happy to work in partnership with, and seek advice and support from, external agencies or organisations who are involved in promoting the academic, health, social and emotional wellbeing

of the child.

Agencies we are currently working with; Independent SEND Consultant, Educational Psychology, Speech & Language Therapy (SALT), Physiotherapy, Occupational Therapy, Sensory and Physical Teaching Service, Health Visitor, School Nurse, Children's Paediatric Team, LA SEND Team.

- 11. The contact details of support services for the parents of pupils with Special Educational Needs, including those for arrangements made in accordance with clause 32.** If parents want to discuss their child's Special Educational Needs with the school, they should contact the SENCO, for contact details see section 4.

Other useful contacts for parents;

Education Inclusion Service (Educational Psychologist) - 01482 292254

LA SEND Team - 01482 392163

East Riding Family Information Service - http://www2.eastriding.gov.uk/living/children_families/the-family-information-service-hub/

East Riding Voices in Partnership (ERVIP) - <http://www.eastridinglocaloffer.org.uk/care-and-support/care-and-support-localoffers/?entryid124=432066>

- 12. The school's arrangements for supporting pupils with Special Educational Needs in transferring between phases of education or preparing for adulthood and independent living.**

Transition from Nursery/Pre-School to School:

The Foundation Stage teacher visits all settings in the summer term prior to the children starting school. At the visits there is opportunity for the staff to meet the children and also for the pre-school setting staff to talk to the teachers about the children. For children with an EHCP/Statement of Special Educational Need, the SENDCO will attend early support meetings and/or transition reviews. If required, additional visits to school can be arranged for children with Special Educational Needs. All SEND reports are passed from the Pre School setting to school.

Transition to Secondary School:

Meetings take place between the Year 6 teachers and the feeder secondary schools. In the summer term for children identified on the SEND register a meeting will be held between the SENDCO and the feeder secondary school SENDCO, parents are invited to attend this meeting. Additional visits to secondary school can be arranged.

For children with an EHCP/Statement of Special Educational Need, the secondary school SENDCO will be invited to attend the Year 5 and/or Year 6 Annual Review.

- 13. Information on where the local authority's local offer is published.** The local offer for the East Riding of Yorkshire can be found here <http://www.eastridinglocaloffer.org.uk/>