**RIVINGTON PRIMARY SCHOOL**

**A place where everyone matters!**

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**Special Educational Needs Information Report 2024 - 2025**

The Special Educational Needs Co-ordinator is Mrs Linda Burrows

Our SEN Governor is Chris Halliwell

Our Head Teacher is Clare Powell

Please contact us on: 01744 678493

**Introduction**

Welcome to our SEN Information Report which is part of the St Helens Local Offer for learners with Special Educational Needs (SEN.) This provides information about the support and provision that a child with additional needs can expect to receive whilst attending our school. 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 policy for pupils with SEN.

The information published must be updated annually.

All information regarding the local offer and support available to parents and children can be found on the St Helens SEND website.

**Our Ethos**

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 our pupils’ diverse individual needs. The opportunities and experiences that we provide enable our pupils to participate fully and give 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.

**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 SEN and their families. This information will set out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

We have set out our School Offer / SEND Information Report through a series of questions through which you can get more information.

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

All children are rigorously tracked and monitored following quality first teaching. A concern about a child may be raised by the class teacher, teaching assistant, parent, or external agency. This may be triggered by:

* Observation of a child’s behaviour or social skills.
* Not meeting developmental milestones.
* The outcome of baseline assessments.
* Ongoing observations and assessments in the classroom.
* Results from standardised testing such as Early Learning Goals, Y1 Phonics screening, KS1 SATs, QCA end of term tests and KS2 SATs.

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

* In the first instance make contact with the class teacher to discuss your concerns.
* You may also wish to speak to the school SENCO – Mrs Linda Burrows.

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

We place great importance on parents as partners in the education of their children. Parents are kept fully informed and are consulted at every stage of the process, known as the graduated response.

Children needing additional support in class will be given an individual education plan. This plan is tailored to the individual needs of the child to give them the best opportunities to access the curriculum and make progress at their own pace. This plan includes small step targets for the child to work towards to address the difficulties which they are facing. The plan will detail how the support will be given and who will provide the support. This plan will be agreed and then reviewed with the parents. The parents help is sought in providing the support at home as detailed in their child’s I.E.P.

Following the graduated response if we find that after monitoring a child’s individual education plan that they need further enhanced support then we would make an application for a provision agreement. This details the additional funding provided by the local authority to ensure a higher level of support. Provision agreements are reviewed annually in collaboration with the parents.

For children with complex special educational needs and disabilities we would make an application for an education, health and care plan, known as an EHCP. Needs are identified through multi agency assessments and the outcomes and provision are determined from this. Parents will complete their own section of the EHCP to outline their aspirations for their child and to record the child’s own views.

**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 and learning styles.

All that we teach is underpinned by our CARE curriculum. (Communication, Aspirations, Reflection and Enriching Experiences) We value these four areas and ensure that they are embedded throughout the curriculum that we provide for all of our children.

In planning work for children with SEN we give due regard to targets and information contained within I.E.P.s. and advice from external agencies. 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.

Adaptations are made to the curriculum and learning environment of pupils with SEND. Examples within our curriculum include:

English:

* Small group support in class through guided reading/writing.
* Individual daily reading to teaching assistant/class teacher.
* Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills.
* Phonics based reading scheme.
* Additional tutoring sessions for Year 6 children.

Mathematics:

* Access to resources to support learning in mathematics.
* Small group support in class through guided teaching.
* Withdrawal in a small group for ‘catch up’ maths activities
* Withdrawal by teaching assistant (or class teacher) for 1:1 support.
* Use of specialist maths resources online (for reinforcement)
* Withdrawal into target groups for intervention programmes aimed at developing numeracy skills.

Foundation subjects:

* Small group work within class (through guided teaching)
* Specialist equipment and software
* Withdrawal by a teaching assistant for 1:1 support

Support is also available for improving social, emotional and mental health of pupils. Examples within our curriculum include:

* Whole school Jigsaw PSHE scheme
* Access to our quiet room
* Pastoral/nurture time / support groups

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

Parents will be invited to meet with their child’s new class teacher at the beginning of each school year to discuss the year ahead and any ongoing support that your child may need.

Then during each term parents will be invited 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. We work together with parents to reflect on progress, highlight concerns and plan our next steps.

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.

If your child receives support from external support agencies such as speech and language therapy then both school and home will work together towards the same targets.

There will also be parents meetings offered to all parents and the annual reports are sent home at the end of each academic year.

If your child receives additional funding from the Local Authority then you will be invited to attend an annual funding review which will look at how the funding has been used to support your child, what progress they have made towards their targets and to plan the next steps together for your child.

You can also request a meeting with the schools SENCO if you are concerned about your child’s progress at any time.

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

At Rivington we place great value on the overall well-being of all of our children. We see the importance of developing positive relationships with the whole family. The staff work together as a team of teaching staff, SENCO, safeguarding team and pastoral lead to support the well-being of our children.

Children are closely monitored and nurtured each day in a supportive environment.

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

These include:

* Whole school Jigsaw PSHE scheme.
* 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.
* We have nurture groups / sessions to allow children in need to develop relationships with a key member of staff to build trust.
* We work with external support agencies such as the Behaviour Improvement Team, our Educational Psychologist, Barnardo’s and CAMHS (Child and Adolescent Mental Health Services) MHT (Mental Health Team), LASC (Language and Social Communication Service) Listening Ear, Kooth and the School Nursing Team to help to support the children’s emotional well- being.
* Pastoral lead provides interventions such as Lego therapy, Drawing and Talking therapy, DESTY.
* Mental Health Team provide on sight support sessions for children.

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 that supports 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 working with external agencies such as the School Nursing Team, Occupational Therapists, Physiotherapists, Visual and Hearing Impaired Team, Children’s Disability Services and Community Paediatrics Team.

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

External intervention and referrals can be made through and in consultation with **TESSA** (Triage, Education Support and Specialist Advice)

The specialist services accessed by the school are:

* Educational Psychologist
* Developmental Paediatrics
* Neurodevelopmental Pathway
* Child and Adolescent Mental Health Services
* Behaviour Improvement Team
* Children’s Disability Services
* LASC (Language and social communication support)
* Speech and Language Therapy
* Occupational Therapy
* The Bridge Centre – Outreach Service
* Continence Service

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?**

Training at Rivington is booked to meet the needs of the school community. We consult with external providers to ensure that our staff are fully equipped to support children to achieve their full potential.

Staff at Rivington undertake regular training in all areas of SEND.
Some of these areas include:

How to support pupils on the autistic spectrum, with social and emotional needs, with speech and language difficulties, with physical and co-ordination needs, with attachment issues, with their mental health and with specific medical needs.

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

Children with SEN engage in all the activities of the school. If needed support will be provided and the necessary preparations and adaptations made. This includes educational visits, extra-curricular clubs and roles and responsibilities in school e.g. Prefects, Bully Busters, School Council. 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?**

Our teaching and learning environment reflects the needs of all our children and reasonable adjustments are made where necessary.

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 a disabled toilet 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?**

A transition meeting is held between schools to ensure a smooth transition. This meeting will involve, the parents, the child, all staff who have provided support to the child, any external agencies involved and the SENCO’s from both settings. This ensures all information about the child can be shared and a plan put in place to support the transition process which enables all involved to plan future support that the child will need. All past records are passed on to the new setting.

 Information is then shared with all members of staff who will work with your child prior to them joining their new setting.

Special transition arrangements are put in place, personalised to the child’s own needs. This may include additional visits to the setting and / or members of the receiver school coming to work with your child in our setting, meeting key members of staff, taking photographs, making a transition book with information about the setting which can be shared with the family at home.

**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 SENCO – Mrs Linda Burrows.

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

Complaints Procedure

If you feel that your child’s needs are not being met, this should be addressed in writing to the Headteacher Mrs Powell or to our Chair of Governors Mr Halliwell if the complaint is about the Headteacher. Following this if you feel the complaint needs to be addressed further or refers to the Chair of Governors please contact LDST Operations Team.

Please refer to **www.sthelens.gov.uk › send** for further information on local support services available to you.