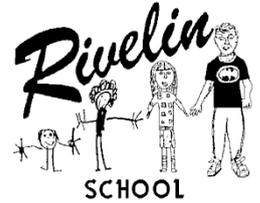




RIVELIN PRIMARY SCHOOL SEND

INFORMATION REPORT



Our SENCO is Sheenagh Middleton, and her email address is [smiddleton@rivelin.sheffield.sch.uk](mailto:smiddleton@rivelin.sheffield.sch.uk)

Our SEND Governor is Jonathan Lingard. He can be contacted at [enquiries@rivelin.sheffield.sch.uk](mailto:enquiries@rivelin.sheffield.sch.uk)

### What Kind Of Special Educational Needs Are Provided For?

There are four areas of special educational need identified in the SEND Code of Practice 2014. These are Cognition and Learning; Social, Mental and Emotional Health; Communication and Interaction; Sensory and/or Physical needs. Within these areas the school has supported learners with a wide range of Special Educational Needs, including Specific Learning Difficulties (Dyslexia, Dyspraxia); Speech, Language & Communication Needs; ADD/ADHD; Social and Communication difficulties including Autism; Behavioural, Emotional or Social difficulties; Mental Health Difficulties; Hearing Impairment; Visual Impairment; Cerebral Palsy; Physical Disability/Mobility Issues and Medical Needs.

### How are Special Educational Needs identified?

Learners with SEN are usually identified by the class teacher. A parent may also express a concern about their child's learning. Our SENCO can carry out some initial assessments, and we also have some access to a range of services such as Learning Support, the Educational Psychology Service and Speech and Language Therapy Service who can also assess pupils. If Special Educational Needs are identified, SEN Support should

be put in place. (This replaced School Action and School Action Plus from September 2014.) Children with more complex needs will have a Statement or EHCP. Under the 2014 Code of Practice, an EHCP (Education, Health and Care Plan) will replace a Statement.

### How are parents consulted and involved?

We have two parents evenings each year. For pupils with SEN we also hold review meetings each term when parents, child, class teacher, SENCO and Support Staff where relevant can review progress and set targets. We communicate in a range of ways – conversation, letter, phone call and termly Assertive Mentoring reports. We have an SEND section on the school website with information for parents including useful websites and information sheets. We hold half termly SEND parent/Carer forums with visiting guests, who have provided information sessions for parents about dyslexia, transition, speech and language, autism, assessment and the New SEND Code of practice.

### How are children consulted and involved?

All pupils have the opportunity to talk with teachers and teaching assistants about ways to support them, e.g. half termly pupil/teacher assertive mentoring sessions. Pupils have access to a learning mentor who can talk with them and discuss things with them. Pupil questionnaires are carried out annually. Pupils complete a review sheet before SEN reviews, either with a Teacher/Teaching Assistant. SENCO or Parent.

## What are the arrangements for assessing and reviewing progress, and what opportunities are there to work with parents and children?

We hold review meetings each term when parents, child, class teacher, SENCO and Support Staff where relevant can review progress and set targets. These are recorded on an SEN Support Record, and in line with the 2014 SEND Code of Practice, notes of the discussion at the review meeting are given to parents.

## What are the arrangements for supporting transition?

For transition to Secondary School, we liaise between staff. The SENCO from the Secondary school will attend the last SEN review or will meet with the SENCO, and Y6 and Y7 staff also meet to discuss pupils. Pupils visit our local Secondary school for lessons, and each Secondary holds their own Transition days and open evenings. Some pupils may have additional visits in a small group with the Learning Mentor to look round the school and take photos, and may have additional transition work in small groups in school.

If children come from other schools we work with the parent/carer and school to organise a programme of transition.

## What is the approach to teaching children with SEND, and how are adaptations made to the curriculum and learning environment?

Every teacher is a teacher of pupils with SEND, and the SENCO helps staff to plan for this. Differentiation is an important aspect of this, alongside a range of activities and interventions. Examples of such activities are: Pre-teaching, Letters and Sounds groups, coloured overlays, high interest/low reading age books, catch-up groups, fine or gross motor skills, handwriting programmes, pencil grips, handwriting groups, typing sessions, Kagan talking partners, social skills groups,

Lego Therapy, Task Boards, Visual timetables and Lunchtime Clubs. We have also supported pupils with individual physiotherapy or speech and language programmes under the guidance of a Physiotherapist/Speech and Language Therapist. We have made some changes of provision to support children in line with individual plans and needs.

The school has two buildings housing all the classroom. It is possible to access the main buildings with a wheelchair. The school building is over 100 years old and it is not possible to modify it further. Some rooms such as the main hall have poor acoustics, but most classrooms have a reasonable auditory environment. There are disabled toilet facilities. The playground is fenced and reasonably secure. We have provided visual timetables for pupils who benefit from them. Some pupils have eaten in a separate room if the dining room is too noisy for them. Quieter areas have been created in the playground, and we also try to provide alternate activities at lunchtime for children who find the playground challenging.

### What is the expertise of staff, and what training have they had?

We have an ongoing programme of whole Staff training, and this has included Dyslexia, Attachment Difficulties, Autism, ADHD, Phonics, Maths, Inclusion, Hearing Impairments and the New SEND Code. Individual staff (Teachers and Support Staff) have attended courses covering a wide range of subjects including Mental Health issues, behaviour, speech and language.

Information on a need to know basis is passed onto relevant adults including Lunchtime Supervisors and Supply Teachers.

## How do we evaluate the effectiveness of the provision made for children with SEND?

The school uses tracking data to carefully map the progress of all pupils, and the Deputy Head/SENCO meet with class teachers to monitor this. Pupils are assessed before and after interventions to monitor effectiveness. Targets are monitored and assessed at least termly. Parents complete a questionnaire about SEND in July. Feedback in July 2016 was extremely positive with some helpful suggestions.

## How are children with SEND enabled to join in activities available for children who do not have SEND?

We aim to include all learners in additional activities such as school trips and residential. This is done in conjunction with parents / carers. Special consideration and planning takes place to make inclusion possible with additional support were appropriate and reasonable. Trips and visits are adapted to include individuals.

## What support is there for improving social and emotional development?

Teachers place an emphasis on the well-being of all their pupils. We also have a Learning Mentor who can support pupils individually or in small groups. This has also involved training Peer Mediators for the playground. We offer lunchtime clubs for vulnerable pupils. We will involve outside agencies such as the MAST team and Educational Psychology for additional support. Assemblies, Weekly Descriptive Writes, P4C (Philosophy for Children) and PSHE sessions raise the awareness of disabilities to our learners.

## How do we involve other bodies in meeting children's SEND?

We have good relationships with outside agencies such as Learning Support and the Educational Psychological Service, and access other agencies such as the Multi-Agency Support Team, Physiotherapy Service, Speech and Language Therapists, Autism Service, CAMHS Team for example as needed.

## How do we support Looked After Children?

We liaise closely with foster carers and the Local Authority on a regular basis through meetings in school and outside school, to monitor progress and emotional well-being.

## Where can I find the school's contribution to the Local Offer?

The Local Offer explains what our school can offer to children with SEND.

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id= hnctJ vfU>

Other useful information can be found here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>

There is also a link from our website using the menu SEND. Our school SEN Policy is on our website, as is our Parents Guide.

## How would I make a complaint about the provision for SEND?

You will find a policy detailing the procedure for making a complaint on the school website. We would hope that most problems could be resolved by discussion with the class teacher or SENCO initially.