



## River Mead School

### Special Educational Needs Information Report

#### **The SEN Information Report - *What is it?***

The Schools SEN information report helps to meet the needs of pupils with SEN in the school as determined by school policy, and utilises the LA Local offer to ensure the provision can meet those needs.

### **1. How does School know if my child might need extra help with learning?**

We identify and assess children with SEN as early and as thoroughly as possible using the revised [SEN Code of Practice \(2014\)](#).

We work in partnership with parents and involve them with establishing any new strategies to help with consistency at home and school.

At River Mead School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEN in a variety of ways, including the following:

- ***Liaison with any previous school or Early Years setting***
- ***Children performing significantly below expected levels***
- ***Concerns raised by parent/carer***
- ***Concerns raised by teacher***
- ***Liaison with external agencies, e.g. physical health diagnosis from paediatrician***

If a child is identified as having SEND then their name will be added to the SEN register, but we recognise that children' needs may change over time and provision must reflect this. The aim of any additional provision is for the children to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

There are four types of Special Educational Needs and Disabilities (SEND), described in the SEN code of practice:

- ***Communication and interaction***
- ***Cognition and Learning*** (including speech and language and social communication)
- ***Social, Emotional and Mental Health Difficulties*** (previously behaviour, emotional and social difficulties)
- ***Sensory and Physical Needs***

If a children has SEND, then their needs will fit into one or more of these categories.

## 2. What should I do if I think my child may have SEN?

Please contact the class teacher in the first instance. The school SENCo will also be happy to discuss any concerns you may have.

### 3. How will the school support my child?

#### Class teacher input, through Quality First Teaching (this is excellent targeted classroom teaching)

- The class teacher has the highest possible aspirations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in their learning in class.
- Specific strategies (which may be suggested by the SENCo or other professionals) are in place to support your child to learn.
- Your child's teacher regularly checks on your child's progress against age related expectations and will have assessed whether your child has a gap, or gaps, in their understanding/learning and needs some extra support to help him/her make the best possible progress.

As well as quality first teaching, some children require additional support to help them make progress across the curriculum. Once needs are identified, these children often participate in small intervention groups, either as an individual or a small group of children, this might include the following:

- carefully targeting resources, including human time and specialisms, for individuals and intervention groups
- monitoring and managing emotional, health, wellbeing and behaviour closely and involving outside agency support where necessary
- ensuring that all supporting adults who are involved with pupils with SEND are well briefed as to their needs and targets
- monitoring attendance closely and liaising with parents to ensure this is managed inline with attendance guidelines
- working in partnership with parents/carers and involving them with establishing any new strategies to help with consistency at home and school
- additional support in the classroom ensuring it is given in such a way as to minimise disruption to the child
- withdrawal sessions when children come out of class for sessions for specialised one to one or small group for support for example, handwriting, reading, numeracy, social skills, etc.
- ensuring continuity for all pupils when transferring from class to class, and school to school, through carefully planned transition and clear arrangements for transfer of paperwork
- involving the child in the identification and review of targets through discussion, tickled pink marking and guided groups and 'My Next Steps' plans in school.
- group or individual work can be planned in a targeted way by school staff from their own assessments, or on advice from outside agencies. It usually then takes place both in and out of the classroom and may be led by a teacher or a teaching assistant (TA) or other specialist staff from within school, The Academy Trust or an external agency, such as 'Behaviour Support Service' BSS

#### What could happen

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively. The specialist professional may meet with teachers or work with your child to understand their needs and make recommendations as to the ways your child is given support. You will always be asked for permission for such involvement and you will be involved in the outcomes.

## 4. What type of SEND does your school provide support for?

We provide support for children with a range of needs including; ***Communication and interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and Physical Needs*** inline with the SEN Code of Practice and we strive to be a fully inclusive school. All children are treated according to their needs in line with the school's policy for equality of opportunity.

### **Specific Needs and Disabilities**

Where a child has a particular need, e.g. wheelchair access, the governors make reasonable adjustment to ensure that the barriers to learning are addressed and the child's needs are suitably met. If a child is transferring into the school with a statutory Education and Healthcare plan (EHC) or a statement, or has been receiving extra support from a Local Authority's centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of Wiltshire's LA to ensure that their needs can be met.

### **Adapted Curriculum**

At times it is appropriate for the curriculum to be adapted to meet a child's needs. A child may spend time away from the classroom when it is considered that this will support their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs.

### **Resource Base**

We have a specialist Resource Base provision for up to twenty pupils with a range of complex learning needs. The children attending the Resource Base have a range of needs including Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Speech and Language, Sensory Impairment, Physical Difficulties, Attachment and specific medical needs. The staff within the Resource Base cater for the children's individual needs and the provision supports the inclusion of all the children within the wider school community.

The Resource Base is led by specialist teachers and specialist TA support tailored to meet the individual needs of each child. The Resource Base comprises of 2 classes.

## 5. How are the schools resources allocated and matched to childrens SEN?

There are a range of resources within the classrooms for a wide variety of needs and effective Interventions available for a variety of identified needs eg Sound Discovery, Better Reading Partners, Wesford

Class teachers and teaching assistants develop resources for specific children to use (these should be handed to the next teacher during transition meetings at the end of each academic year). The governing body works with the Headteacher and SENCO to determine the necessary budget provision each year according to the children's needs. Breakout rooms and corridors provide areas that may be used for intervention groups and are in constant use by teachers, teaching assistants, voluntary helpers and outside agencies.

Teaches and teaching assistants work together in teams to ensure effective differentiation for all children. The deployment of adult support is planned in liaison with the SENCO, during weekly planning sessions, cohort reviews and SENCO surgeries.

## 6. What specialist services and expertise are available or can be accessed by the school?

The school liaises closely with the Local Authority Education and Health Services and routinely involves a range of professionals to provide advice for pupils who need additional support.

The services we have access to include:

- **Child and Adolescent Mental Health Services (CAMHS)**
- **Physiotherapy, Occupational Therapy (OT)**
- **Speech and Language Therapy (SALT)**
- **The Behaviour Support Service (BSS)**
- **Educational Psychology (EP)**
- **Special Educational Needs Support Service (SENSS) - which includes the Physical and Sensory Impairment Service.**
- **Community Paediatrician**
- **Specialist Nurses.**

We also have access to training to provide alternative methods of communication and interaction where appropriate eg Picture Exchange Communication System (PECS), Makaton and British Sign Language (BSL).

We are developing an Inclusion Team of specialist staff across the Mead Academy Trust, which enables all our schools to access high quality specialist advice, assessment or teaching. Currently the team includes:

- Specialist teachers for reading and numeracy
- Cognition and Learning (CL) and Specific Learning Difficulties (SpLD)/Dyslexia
- Communication and Interaction (CI) including speech and language
- Social Emotional and Mental Health (SEMH) needs
- Higher Level Teaching Assistants (HLTAs)/Teaching Assistants
- Emotional Literacy Support Assistant (ELSA) who specialise in physical and sensory, Social, Emotional & mental health (SEMH), Communication & interaction (CI), SpLD/Dyslexia and Parent Support Advisors (PSA) are available to support families.

## 7. What training do the staff supporting children with SEND have?

There are a members of staff who have a range of qualifications and experience in supporting, assessing and teaching, children with additional needs. They are deployed as appropriate in a range of ways including:

- ***teaching in the Resource Bases***
- ***direct teaching or support***
- ***identification and assessment***
- ***supporting planning***
- ***providing staff training and development.***
- ***Working with parents/carers***

All staff access a wide range of training and development opportunities. The Teaching Assistant and Midday Supervisor (MDSA) teams have regular meetings and training. The content depends largely on the needs of children with SEND in the school at the time. Training may be led by the SENCO, other staff member or an appropriate outside agency.

Training for Teaching Assistants for the 2015 -16 school year is focused on the following areas of development;

- ***The new Code of Practice (CoP)***
- ***One Page Profiles***
- ***My Next Steps/IEPs***
- ***De-escalation***
- ***Better Reading Partners***
- ***Sound Discovery***
- ***Implementing the Behaviour Policy***
- ***Autism***
- ***Safeguarding***

In addition the Teaching Assistants within the Resource Base and Early Years Settings have been trained with using Makaton and BSL to aid children's communication needs.

### **Medical training**

Designated Teachers, Teaching Assistants, Midday Supervisor Assistants (MDSAs) and admin staff have undertaken first aid/paediatric first aid training and administering medications in line with the medical policy. Additionally there are designated TAs who undergone specific training regarding gastronomy feeding and diabetes.

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

We firmly believe that class teachers are responsible for teaching all children in a way which meets their needs. In line with the Code of Practice there is an expectation that Quality First Teaching is the first response to meeting the needs of all children and that all children are entitled to a broad and balanced differentiated curriculum that provides for the development of the knowledge, understanding and skills that they will need in order to become active and responsible citizens.

### Examples of differentiation include:

- *pre-teaching topic vocabulary*
- *adapting language*
- *giving choices of tasks*
- *grouping children*
- *questioning*
- *visual prompts and task cards*
- *multi-sensory teaching and learning*
- *ensuring that children are challenged in a safe way allowing their strengths and successes to be celebrated*
- *resources including ICT*
- *target adult support*

Teaching assistants are trained in a variety of types of additional needs and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills.

### Personalised learning

We consider children's individual needs and make reasonable adjustments and offer flexibility to the curriculum and learning environment. For example for short periods of time some children benefit from learning breaks away from the busy classroom, part-time hours or alternative provision.

When personalising learning we may target the following areas:

- *Learning how to learn*
- *Assessment for learning*
- *Teaching and learning strategies*
- *Curriculum choice*
- *Mentoring and support*

### Adapted Curriculum

At times it is appropriate for the curriculum to be adapted to meet a child's needs. A child may spend time away from the classroom when it is considered that this will support their learning. Great care is taken to ensure that this will not affect their entitlement to the whole curriculum. We support flexibility and adaptation where this will allow successful inclusion of children with more complex needs.



## 9. How will the school prepare and support my child to join your school or transfer to a new one?

We work in close partnership with all parents and carers including those of children who have SEND. We offer flexible support and adaptations to our environment and curriculum to allow successful inclusion of children with more complex needs.

Continuity for all children while transferring either from class to class or school to school, involves carefully planned transition programmes and transfer of paperwork. We liaise closely with former schools of the children, secondary schools, nurseries and opportunity groups, to ensure a smooth transition occurs for new children starting or leaving the school.

If Special Needs resources have been created for individual children these are then handed to the next teacher during transition meetings at the end of each academic year. Where appropriate, transition booklets are made including photographs of designated staff, the layout of each class, corridors, toilet and coat areas, etc to ensure visual support is provided to cater for the child's needs.

We encourage the use of buddies to support social inclusion when children first arrive in school and for some children who require additional support with out of class routines, we have a quiet zone at playtime to help with learning lunch and playtime routines.

## 10. How will I know how well my child is doing? And how will you help me as a parent, to support my child's learning and development?

The classteacher has regular parent/carer consultations throughout the year to discuss and share any achievements, progress, attendance, academic levels and to review individual targets through 'My Next Steps' plans.

In addition school reports are sent home each year and regular weekly meetings are held for children with a My Support Plan in order discuss and review the outcomes and make any changes as appropriate. Children with Statements or My Plans (EHCs) are invited to attend yearly, sometimes biannually, Annual Review meetings to discuss the progress of their child and review the outcomes and targets in their Statements or My Plans.

### At Home

Home/school planners are provided at the start of the academic year to every child which helps to ensure a clear line of communication between school and home. In addition parents may receive telephone calls from teachers, SENCOs or PSAs.

If parents are concerned about the provision for their child they can first discuss this with the class teacher. Following this advice could be sought from the SENCO or a member of the Inclusion Team

## 11. What cultural backgrounds does the school cater for and how?

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.

### **Travellers**

We are fully inclusive to children from the traveller community and engage with the *Traveller Service* for additional advice and support.

### **English as an Additional Language (EAL)**

Children with English as an Additional Language (EAL) may require additional support within school and for them and their families. We offer specialist trained staff to provide advice, resources or individual group activities in order to help them to develop as confident English speakers. Where possible, we provide translators for non-English speaking parents and try to ensure that school communications like; *newsletters and leaflets* are accessible to families with English as their additional language.

## 12. What support will there be for my child's overall well being?

We offer an holistic approach to understanding and meeting the needs of our children. The health and welfare of our children is paramount.

We offer:

***A wide variety of activities and high levels of staff on duty, especially at play and lunchtimes***

- ***Supported play and lunchtimes and some small group areas***
- ***Individual or small group Emotional Literacy intervention***
- ***ELSA (Emotional Literacy Support Assistant) support for individual or small groups of children***

We also work with parents/carers to find suitable support outside school for the child and/or family if that would be helpful

## 13. What percentage of the school has SEND needs?

The percentage of children with SEN needs will fluctuate throughout the year, reflecting the needs of the children at any one time. Some children may only require short term intervention, while others require SEN support on a long term basis.

## 14. How will the school communicate with me?

We use a range of tools to communicate with parents and carers , including;

- ***Parent mail***
- ***Text messages***
- ***Our website***
- ***Parent Consultation Meetings & Workshops***
- ***Newsletters***
- ***Parent Support Advisor***
- ***Class Planners***

However we encourage you to talk to your child's class teacher in the first instance should you have any concerns.

## 15. Who are the best people to talk to in this school about my child's difficulties with learning or SEND?

In the first instance, please talk to your child's class teacher.

|                                |  |
|--------------------------------|--|
| <b>Email:</b>                  | <a href="mailto:office@rivermead.wilts.sch.uk">office@rivermead.wilts.sch.uk</a> |
| <b>Tel:</b>                    | 01225 703 428  |
| <b>SENCo:</b>                  | Miss Leala Purdie  |
| <b>Head Of Inclusion:</b>      | Mrs Kirsty Jamieson  |
| <b>Parent Support Advisor:</b> | Mrs Helen Hayter   |
| <b>SEN Governor:</b>           | Mrs Helen Holland  |

## 16. What support do we have for you as a parent/carer of a child with SEND?

We are fully committed to partnership with all our parents and carers. We offer a range of support from regular opportunities at the beginning or end of the day to meet our Parental Support Advisor, to coffee mornings with discussion forums including an introduction to the Wiltshire Local Offer. We are constantly reviewing what we do and would welcome suggestions from you. If you have any thoughts or ideas, please let any of the following know;

- Your child's class teacher or teaching assistant
- The SENCo
- Head of Inclusion

We also offer translator services for parents with English as an Additional Language, or signing support during parents consultations for parents/carers with Hearing Impairments

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council whose website [http://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page) includes many useful links to other places and a great deal of information and support guidance

- ***PSA***
- ***Parent courses***
- ***Translators***
- ***Workshops eg on the new Local Authority Offer***

[www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk) has very helpful information on SEND and local services

## 17. How will my child be included in activities outside of the classroom, including school trips?

River Mead is a fully inclusive school. All pupils are enabled to participate in all activities throughout the school day. The playground has a wide range of accessible equipment. A peer buddy system operates during playtimes as well as indoor adult supervised play activities area to support children who may need a quieter more structured environment in which to socialise.

- ***Accessible playground equipment***
- ***Additional adults for off-site visits***
- ***Peer buddy if appropriate***
- ***Parents welcome to come along to provide the extra care their child might need eg in swimming***
- ***After school clubs – we encourage all our children to attend a club and ensure a range of activities are available***
- ***Holiday clubs***

We recognise that extra curricular activities, clubs and off site visits place particular demands on pupils and staff and work in close partnership with parents to provide practical solutions that safely meet children's needs.

### **What social / out of school opportunities are there?**

There are a range of after-school clubs for all children from Y2 onwards, some of which are chargeable. Details of these are available from the school office. All children are encouraged to take part in such activities.

Each year group go on off-site school trips to support the rich curriculum we offer and we include all of our children in these activities. Extra planning can be arranged for any children who may need more detailed information including social stories, photographs or adult support. Residential trips are planned annually for Key Stage 2 children and parents are welcome to attend to provide additional care for children with special education needs. Please do talk to us about any concerns you may have so that we can work together to support your child.

We recognise that extra curricular activities, clubs and off site visits place particular demands on pupils and staff and we work in close partnership with parents to provide practical solutions that safely meet children's needs.

## 18. How accessible is the school environment?

The site is accessed by a cul-de-sac residential road with limited on road parking. There is a turning circle which allows for drop offs. There is a public car park outside the grounds which has 2 disabled spaces.

The school is a modern building and as such fully accessible to all pupils, staff and visitors. It is a single storey building with few steps, there are different access points to enable full access to all areas.

We have experience of supporting children with a range of physical and sensory needs and sensitivities and are able to adapt the learning environment wherever possible to support them.

## 19. How can you accommodate my child's special dietary requirements?

We can accommodate any child's dietary requirements as long as we have been made aware. Please phone the school office to arrange a time to discuss any special requirements.

## 20. How are children with SEN involved in their education?

All children create and review their One Page Profile each year, this includes sections on learning and what best helps the child to learn well.

All children are involved in the next steps for their learning. Some children have additional individual targets generated from their specific needs so may have a 'My Next Steps' plan.

Some children may have My Support Plans which include further details of a child's needs, aspirations and the support required. My Plans are statutory and children are involved in their reviews.