



SEND Information Report

Reviewed: November 2022

Next Review: November 2023

Rivers Primary Academy

Information report

Under the Special Education Needs and Disability Regulations 2014 , schools are required to publish, and keep under review, information about the services that they expect to be available for children and young people with disabilities and Special Education Needs (SEND) aged 0-25 years.

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of special educational need and support. Learning needs within these four areas are provided for at Rivers Primary Academy. For children who are looked after and have SEN needs the same support is available and our SENCO (Miss Stone) who is also the designated teacher for looked after children will work alongside virtual schools and the allocated support worker to ensure the support is in place and reviewed half termly through a PEP meeting.

Four Broad Areas of SEND:

Cognition and Learning

Where a child or young person learns at a slower pace than their peers, even with appropriate differentiation. This may be a specific learning difficulty (SpLD). SpLD affects one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.


Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

The following information indicates the processes and procedures at Rivers Primary Academy for supporting children with SEND.

1. How does the school know if my child needs extra help and what support is given?

We have a number of methods to help us identify if a child needs extra help. If a parent, carer or teacher raises concerns a child will be monitored. Steps included are shown below. If the child already has been identified with a special need before they start our school; we liaise with adults and services who already know them. Further details can be found within our SEND policy.

	<p><u>Identifying children with Special Educational Needs</u> You as a parent may have concerns about milestones not being met, or the school staff may have concerns about levels or targets not being achieved. This may be for a variety of reasons – concentration problems, sight or hearing issues, behavioural difficulties, physical development, as well as many others. If you or teachers have concerns a referral to the school SENCO can be made.</p>
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Talking about your child

The next step is for us to talk together. You can come into school or your child's teacher calls you in to discuss any concerns. This is an information sharing process in a friendly environment.

As the process continues parents/carers will be informed along the way with at least termly updates through the scheduled parents evenings.

Where suitable children are also involved with the processes of identifying and supporting their needs. Pupil voice is carried out in varying levels for all children involved in SEND processes. Observing your child

Observations will be carried out in school, and where appropriate, some assessments will take place so that we have a clearer picture of your child. After parental discussion we decide if any further action is necessary.






Plan for your child

If we decide that more work is needed, a plan of action is put into place – resources are sorted and your child's needs are planned for within the classroom. The plan will be specific and will run for an agreed amount of weeks to measure impact. All Individual Educational Plans will be shared at least termly or changes to your child's SEND status will be shared as soon as change is made.



Review of impact

We review the impact – has it worked? If yes, brilliant! If not, we discuss what else can be done to support your child. This may be in the form of agreed intervention involving 1:1 work or small group work with adult support in class. A review date is agreed to measure impact.

	<p><u>Review of impact</u> We review the impact – has it worked? If yes, brilliant! If not, we may wish to put your child on the Special Educational Needs register. This means that we will set termly targets that are achievable and specific to enable your child to progress. This may involve further school support and specific programmes of work. You will be involved in any decisions made and targets will be reviewed and shared with you.</p>
	<p><u>Other agency support</u> Sometimes, we may have to call on other agencies to support the work we carry out with your child. This may be in the form of Health Services, Hearing or Vision Impairment services, Speech and Language, Occupational Therapy, Educational Psychologists, Early years services, Outreach, North star Federation children’s services or Family Support Workers. These services can offer help, advice and assessments to make targets more specific to the child’s needs. Once again, all this is carried out in consultation with parents.</p> <p>Walsall local authority also other support services and their local offer is also available: http://www.mywalsall.org/fis/walsall-send-local-offer/</p>
	<p><u>Additional Support</u> After a period of time, if we feel that your child is not making as much progress as we would have liked, in collaboration with the Educational Psychologist, we may have to apply for additional support in school. We will support parents through this process</p>
	<p>and Walsall Parent Partnership is available to give impartial advice and information.</p>

How will the curriculum be matched to my child’s needs?

High quality teaching and our carefully mapped out curriculum will ensure your child’s needs are met within lessons. In the classroom, we cater for all children using a variety of teaching styles and a range of visual, auditory and hands on equipment to aid learning.

The progress of all children is monitored and rigorously and reviewed regularly. Teachers take account of the needs of the individual child and plan different tasks and materials appropriately. Pupil cohort and progress meetings are held three times a year with the Head Teacher, SENCo and class teacher to discuss suitable programmes for each child and support staff with meeting each individual child's needs. This may sometimes involve putting in place training for staff or support within classes for children. Targets are also set to support children's individual needs and are regularly updated.

For some children specialist equipment may be used e.g. coloured overlays, concentration cushions, twizzlers, pen and pencil grips, special scissors, timers. Across school we have a wide variety of resources, iPads, talking buttons, laptop computers, lego and others.

Other adaptations may be to the environment depending on the child's needs. Occupational therapy or other specialists advise us where adaptations are required.

Our curriculum is carefully created to be 'ambitious for all' and lesson resources and focuses are targeted to meet children's individual needs. Our smart starts also aim to focus on specific targets.

The SENCO is responsible for evaluating the provision in place and monitoring effective use of the provision. Changes are made where required to ensure the child's needs are sufficiently met.

Staff regularly attend CPL sessions with updates on SEND practice as well as ensuring high quality teaching is delivered. Other specialist training includes ASD training for all staff. Key members of staff also have training to deliver precision teaching, talk boost and other specialist interventions. Medical training is also in place where required which includes where children may require a catheter or gastrostomy.

What support will there be for my child's overall well-being?

We have a very supportive pastoral team at Rivers Primary Academy who work alongside both families and children to support their social, emotional and mental health needs. They also work alongside families offering early help and support in other areas of their lives in order to ensure every child's needs are met. Our positive approach to behaviour management and procedures in place ensure bullying and other behaviour problems are prevented and handled appropriately. The support we can provide in school may include:

- Pastoral support groups
- Pupil voice
- Behaviour programmes including rewards and sanctions.

- Lunchtime and after school clubs
- Risk assessments are put in place for out of school activities and for individual children at risk.
- If 1 to 1 support is deemed necessary for a school trip we will work with you to develop an appropriate care plan and explain the provision we have put in place.
- Phase assembly targeting key areas

We strive to create an inclusive environment where all children are made to feel equal. Mixed ability groupings and ensuring children are educated on treating children equally ensures a welcoming environment.

How does the school cater for medical needs?

Medicines can be administered in school with signed parental permission. There are nominated first aiders in school. If your child has significant medical needs you will need to speak to the SENCO to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The school site is wheelchair accessible; We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users. We have an accessibility plan, which is available to view. We have a hygiene room with a changing bed but no toilet within this room.

Our 'Administering medicine' and 'Disability, Equality and Accessibility' policies contain further detail on the support provided and systems in place

How will Rivers prepare and support my child for joining their school or transferring to another school?

- Children who join the nursery are welcomed into our school community with a personal home visit by nursery staff. A series of parent and child taster sessions follows in preparation for their September start.
- Transition into Reception will involve contact with previous settings and agencies already involved. All existing target setting and identification of need processes are shared between schools so support can continue. Parent meetings with the EYFS lead and SENCO are arranged where required.
- When SEND children move into successive year groups it is supported by meeting the teacher time and taster sessions in the new class and often social stories that are taken home to reduce anxieties.
- Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- As your child makes the transition to Secondary school again we will contact and discuss your child's needs with their Secondary school colleagues, invite them to observe your child in our setting and through dialogue with you and your child set up appropriate transition visits to support a smooth transition to Secondary school.

Who can I contact for further information or complaints?

Should you have any concerns or require further information in regards to your child and the SEN provision at Rivers Primary Academy please do not hesitate to contact your child's class teacher or our school SENCO in person, via class or dojo or by calling the school office. Alternative contact details are below:

- Executive Head Teacher – Mrs L Bridgwood
- Head of School - Miss B Anderson
- SENCO – Mrs S Ayres
- Pastoral Team Leader - Mrs K Moorhouse
- Class teacher
- School website
- LAB

If you have any questions do not hesitate to contact us.

Rivers Primary Academy
Livingstone Road
Blakenall
Walsall
WS3 1LY
01922 710164 www.riversprimaryacademy.co.uk