

SEND Information Report 2019-2020



In September 2014 a new SEND Code of Practise was introduced. This new code of practise requires each local authority to publish a “Local Offer”. Nottingham’s local offer can be found at

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Schools are required to publish a “school offer” on their website, to view our school offer please follow the link below

<http://www.riseparkprimaryschool.co.uk/send/>

Our school offer outlines the provision at Rise Park Primary and Nursery School for pupils with SEND. This also includes arrangements for early identification, assessment, working with outside agencies and additional support. Where a child has additional needs we work alongside the Nottingham City Provision Maps to ensure a consistent approach to support for all children. These can be found here

http://fis.nottinghamcity.gov.uk/kb5/nottingham/fsd/advice.page?id=KyDlx6el_5o&familychannel=803

Our SEND policy can also be found in this section of our website and should be read alongside the following policies.

- Accessibility
- Accessibility Plan
- Equality
- Behaviour

Our Current Provision

We have worked consistently since the introduction of the new code of practise to ensure that our provision for SEND pupils meets not only local but also national expectations. We currently have 14.5% of our pupils accessing additional SEND support. This does not include a number of pupils who access additional support, through nurture groups, for social and emotional needs. We have 5 pupil who receives HLN funding and access additional support from our team of 3 1:1 SEND Teaching Assistants and no children with an EHCP. Currently our main provision is made for children who have needs in line with Autistic Spectrum Disorder and those with SEMH needs. We also support children with speech and language needs, physical or sensory needs (hearing) and cognition and learning needs.

Provision for Education

Many of the children who join us have already been in pre education, in some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all children.

In our school, we aim to offer excellence and choice to all children, whatever their ability or needs. We have high expectations of all children and ensure that they can experience challenge and success relative to their own level of achievement and personal development. We achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Class teachers continually monitor children and assess their progress identifying children not making expected progress. Termly pupil progress meetings are held with the senior leaders where additional strategies to support learners are discussed.

Through appropriate curricular provision we respect the fact that children;

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by;

- providing support for children who need help with communication, language and mobility
- planning to develop children's understanding through the use of all of their senses and varied experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

A programme of pupil observations runs throughout the year to ensure that these values remain in place in every classroom.

When a child is identified as having SEN, we provide support that is "additional to" or "different from" the normal differentiated curriculum. This additional support will be specific to each individual's needs to enable them to achieve their full potential.

Our environment is fully wheelchair accessible having ramps and wider doors. Staff ensure that all pupils are able to access visits outside of school and complete risk assessments, site visits and meetings with key personnel from the location to ensure that activities are safe and suitable. We have made adaptations to residential trips to ensure that all pupils, including those using wheelchairs and walkers are able to access at least some, if not all, of the trip.

School's admission arrangements for pupils with SEND including transition

Rise Park Primary and Nursery School is a fully inclusive school. If a parent wishes to have their child with SEND educated in a mainstream school, the Local Authority must provide a place, unless this is incompatible with the efficient education of other children, and there are no reasonable adjustments that can be made to prevent the incompatibility. We fully adhere to the Equality Act which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

Prior to a child coming into school the Inclusion Lead and Head teacher will meet with parents/carers of individual children so they can be assured that the needs of their child will be met. This may include liaising with speech therapists, coordinating physiotherapy sessions in school or ensuring that the correct equipment is in school, for example wheelchair, rising table. Each transition is considered and planned for on an individual basis to ensure that needs of each child are met to the best of our ability. We do not follow a set plan for transition at any stage but instead develop a plan in consultation with the child, parent/carers and relevant staff. We may consider staggered starts, a program of additional visits, photo/social stories and meetings with key staff. We use children's previous experiences and achievements to inform our planning of a suitable transition program for both entry into school and across the year groups and obtain this information through a process of multiagency meetings.

We have a strong transition program across the school, involving cross year group work, teacher meetings and structured new class visits. For those pupils who would benefit we produce additional resources including photo books, holiday countdowns and letters. We also work closely with the City ASD Transition Team to support those pupils in year 6 moving into secondary provision. The year 6 staff and Inclusion Lead liaise with all receiving schools to ensure a smooth transition and that all relevant documentation is passed on appropriately.

Evaluation of the effectiveness of SEND provision

All children are carefully monitored to ensure they are making good progress throughout the year. The expectation of progress for SEND pupils is the same as all pupils and this is monitored by the Inclusion Lead through pupil progress meetings and data analysis. Once a child has been identified as needing additional support the class teacher and the Inclusion Lead assess and monitor the children's progress in line with existing school practices. This is an ongoing process which is reviewed by members of the senior leadership team at regular intervals.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Lead can break down the assessments into smaller steps using Pre Key Stage assessment materials in order to aid progress and provide detailed and accurate indicators. If external agencies are involved in providing support they will also have a role in the assessment of progress.

Parental Support

Parental support is vital to the progress of any child and class teachers are available to discuss progress at mutually convenient times throughout the year. We also hold two parents evening meetings and provide a written report at the end of the summer term. If a child has been identified as requiring SEND support we will hold two additional review meetings in the Spring and Summer term to discuss the progress made and the next steps. All agencies involved with a child will be invited to the review meetings.

Involvement of Pupils

We aim to include children in all decisions which affect them and ensure that their views are included in every review meeting. Before each review children are given the opportunity to consider the things they feel are going well and the things they might like to improve. These

views will then be shared in a manner that is appropriate to the child and family during the review meeting.

Each term a programme of pupil conferencing will take place between the Inclusion Lead and pupils who receive SEND support. Children are also able to discuss their views in class council meetings and with their class teacher or teaching assistant on a daily basis.

Staff Training

The Inclusion Lead attends regular training over the year which is then cascaded to all relevant staff.

If a staff member requires specific training this may be provided by other previously trained members of staff or may be accessed via one of the external agencies that we work with.

When a child requires specialist medical support eg physiotherapy or administration of insulin, key members of staff are trained by the appropriate medical services and work alongside them to ensure the best care possible for each child.

The senior leadership team consider the needs of the whole school when planning a program of training for the coming year and this will include any requirements for training for children with SEND. Recently all staff have undertaken programmes of training in Emotional Coaching and attachment disorders and our Teaching Assistants have completed handling training. Previously we have accessed training on Dyslexia and support for pupils with specific learning needs. Our SEND TAs have completed training in Lego Therapy, Early communication and ASD while one of nurture TAs has become a fully trained Emotional Literacy Support Assistant (ELSA).

If parents/carers or families require specific advice or training this can be accessed via the Local Offer for Nottingham City which can be linked to from our school website.

At Rise Park we work alongside several outside agencies including; Inclusive Educational Service, The Autism Team, Community Educational Psychologist and medical services including speech and physiotherapy/occupational therapy teams. The Inclusion Lead meets regularly with representatives from each service to ensure that the needs of each individual are being met throughout the year and secure any additional resources or equipment that may be required by individual children.

Additional Funding

The Inclusion Lead has attended all recent authority training on the implementation of HLN funding and continues to successfully secure funding for the purchase of additional equipment and funding for 5 named pupils. As we currently have no pupils with an ECHP we are not required to complete any work on personal budgets at this time but training has been undertaken should this arise in the future.

The school budget includes money for supporting children with SEND and the Head Teacher decides on the deployment of resources for SEND in consultation with the senior leadership team and governing body.

Support for Children with Emotional and Social Needs

Each afternoon we offer a variety of nurture groups to any pupil with a significant social or emotional need. These groups are carefully structured to allow the children access to a small group and a safe space. The aim is to develop skills of trust, conversation and self-esteem through a mixture of group play, craft and outdoor learning tasks. These groups are regularly adjusted to meet the ongoing needs of our school population and aim to ensure that all children feel safe and secure. Currently we are running groups for anxiety, self esteem, resilience, managing emotions and communication.

When a child has a more significant need we access and refer to outside agencies including CAMHS, Spire and Theraplay to ensure that their needs are met by suitable qualified professionals.

Complaints Procedure

Complaints from parents rarely arise and are usually discussed directly with the class teacher or Inclusion Lead. If a parent felt that their complaint or concern had not been effectively addressed by these members of staff they would be directed to the Governing body. We have no complaints recorded for this academic year regarding the provision for our SEND pupils.

For further information please contact the Inclusion Lead Kerri Bee who can sign post you to key contacts in external agencies if you require.

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