



SEND Information Report 2023-24

Welcome to our SEND report which is part of Nottingham City's Local Offer for learners with Special Educational Needs. Rise Park remains dedicated to being an inclusive school where all children are valued for their individuality.

The Nottingham Local Offer can be found at:

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

Our SEND policy can be found on our website at:

<https://www.riseparkprimaryschool.co.uk/key-information/inclusion/>

We recommend that you read our SEND policy alongside our accessibility plan, behaviour policy and equality policy.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Rise Park Primary and Nursery School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher in the first instance or Mrs Rachel Mee (Inclusion Lead and SENCo) to discuss your concerns further.

How will the school/staff support my child?

Class teachers

In our school, every class teacher is responsible for:

- The progress and development of every child in their class and identifying, planning and delivering any additional help your child may need (this could be targeted support or additional support) and informing the SENCo as necessary.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Inclusion Lead (SENCo) to review each pupil's progress and development and decide on any changes to provision.

- Liaise with all agencies and staff involved with a pupil, both internal and external, to ensure that the provision provided meets needs.
- Planning, implementing and reviewing an appropriately differentiated curriculum for all pupils with SEND.
- Ensuring they follow this SEND policy.

Inclusion Lead/SENCo

The Inclusion Lead/SENCo is responsible for:

- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.
- Writing the SEN Information Report which MUST be published on the setting website and updated annually.
- Overseeing day to day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Advising on a graduated approach to provide SEN Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with EYFS providers, other schools, educational psychology, health and social care professionals and independent or voluntary bodies, Local Authority.
- Managing the transition process.
- Ensuring school keeps the records of pupils with SEN up to date.
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.
- Organising staff training.

The headteacher

The headteacher is Mrs Natasha Kelly.

The headteacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN Link Governor

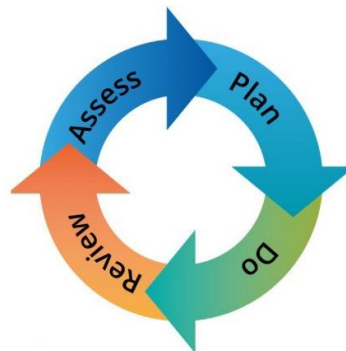
The SEN Link Governor is Trudy Hammerton.
The SEN Governor is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

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

If a learner is identified as having a Special Educational Need, we will provide support that is additional to or different from the adapted approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

When providing support that is “additional to” or “different from” we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do - providing the support – extra assistance for learning as needed.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents/carers, teacher, SENCO and outside

agencies may contribute to this review. This stage then informs the next cycle.

Our school adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at the end of the day for quick discussions or to arrange a longer meeting at a mutually convenient time if needed.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have a SEND Support Plan or Pupil Profile based on targets set by school staff that are specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly.
- The progress of children with an EHCP (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education and those involved

in wider support such as social workers or specific link teachers such as those from the autism team etc.

- Book scrutiny, learning walks and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

We send regular class and whole school newsletters with information about things that have happened/are happening. Also, extra information can be found on the school website and our X (formally known as Twitter) page.

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

At Rise Park all staff are highly committed to supporting and developing children who feel happy and safe during their time with us.

We value the development of social and emotional well-being for every child and recognise that sometimes children may need additional help and support in this area.

We are proud to offer a range of interventions and support strategies to help children with their social and emotional wellbeing. These may include 1:1 work with our Emotional Literacy Support Assistants (ELSA), nurture group work with a teaching assistant, specific play support groups at break or lunch times and playground buddies.

We have two specialist nurture teaching assistants who attend regular training and cascade their knowledge to other teaching assistants in the team. They follow a coaching and mentoring program to ensure best practice is always shared and maintained. When necessary the Inclusion Lead may liaise with external agencies such as The Behaviour Support Team (BST), School Health Teams, Educational Psychologist and The Child and Adolescent Mental Health Service (CAMHS) for additional information or support.

Current nurture support.

We currently have 106 pupils accessing nurture support within school

	Morning (before school) nurture intervention	Throughout the day nurture intervention	Theraplay
EYFS	Not offered due to age of children.	Support provided	6 children

		throughout the day in class.	
Key Stage 1	12 children	10 children	15 children
Key Stage 2	28 children	24 children	Not offered

We also have 11 children receiving bespoke ELSA support.

The school uses a Behaviour Policy with clear rewards and sanctions and in each class the same rules are applied. If any specific adaptations are needed, these are discussed with the head teacher.

Any pupils with additional medical needs are well catered for at our school. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Each classroom also has a basket containing asthma inhalers. All of our Teaching Assistants are first aid trained, including some TA's trained specifically in paediatric first aid.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a school council that meet regularly with representatives from years 1 to 6. Prior to SEND review meetings or EHCP reviews, pupils have the opportunity to share their views.

What specialism services, experience, training and support are available at or accessed by the school?

Rise Park is committed to providing training opportunities to all staff. We welcome training opportunities from outside agencies to keep staff informed of new initiatives and to access training for all staff, both teachers and teaching assistants, to enhance their skills.

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

If a child requires specialist medical support, for example, 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 the child.

School provision:

	Social /Emotional support Intervention	Literacy Intervention	Maths Intervention	Any Other
EYFS	<ul style="list-style-type: none"> Interactive Music Social and language group Jigsaw Social stories Emotional coaching Wellbeing walls Specific play time and lunch time groups Theraplay 	<ul style="list-style-type: none"> Name writing groups Handwriting groups Early Talk Boost (F1) 1-1 Phonics boosters Nuffield Early Language Intervention (F2) SALT for individual children 	<ul style="list-style-type: none"> Number booster TA booster groups 	<ul style="list-style-type: none"> Physical – Dough disco (F1) Sensory activities Gross motor skills Squiggles while you wiggle (physical) (F1) Fine motor and manipulative activities Funky finger challenge cards for home/school (physical) (F1) School trips and visitors
KS1	<ul style="list-style-type: none"> Nurture groups with classroom TAs and nurture specialist TAs Jigsaw Specific play time and lunch time groups Emotional thermometers and wellbeing walls Social stories Emotional coaching T.A morning intervention – nurture Playground buddies Theraplay 	<ul style="list-style-type: none"> 1:1 Reading Midday Supervisors 1-1 Phonics boosters Pupil conferencing Paired Reading Programme with KS2 T.A booster groups T.A morning interventions BSquared profile for specific pupils 	<ul style="list-style-type: none"> Pre-teach T.A booster groups T.A morning interventions BSquared profile for specific pupils 	<ul style="list-style-type: none"> Speech and Language support Precision teaching After school clubs Sensory activities/fiddle toys as needed. Dough disco (year one only) School trips and visitors Residential (year 2)
KS2	<ul style="list-style-type: none"> Specific play time and lunch time groups Nurture groups with classroom TAs and nurture specialist TAs T.A morning intervention - nurture Jigsaw Emotional thermometers and wellbeing walls Playground buddies Smaller afternoon group with JK (year 6) 	<ul style="list-style-type: none"> 1:1 Reading Midday Supervisors T.A booster groups T.A morning interventions Small group support with JK (year 6) BSquared profile for specific pupils 	<ul style="list-style-type: none"> T.A booster groups T.A morning interventions Small group support with JK (year 6) Pre-teach BSquared profile for specific pupils 	<ul style="list-style-type: none"> Booster Groups J.K (year 6) Dyslexia assessments After school clubs Sensory activities/fiddle toys as needed School trips and visitors Residentials (years 4 and 6)

Local Authority provision available:

- Autism Team support
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Behaviour Support Team
- Inclusive Education Service

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

What training are the staff supporting children and young people with SEND had or are having?

- Precision teaching training delivered by educational psychologist to all teachers and TAs.
- Emotional coaching delivered by educational psychologist deliver to all staff (office, site, middays, TAs and teachers)
- Attachment training delivered by Behaviour Support Team in February 2020 to all staff. Updated attachment training delivered by educational psychologist in April 2023.
- Theraplay training for TAs in May 2023 by the behaviour support team.
- ASD training – ‘communicating, connecting, getting ready for words’ and ‘Enabling environments, sensory and behaviour differences’ delivered to two Early Years Teaching Assistants.
- ASD training – ‘Introductions to visuals’ – whole school training.
- SALT Aided language boards training delivered to EYFS staff and SEND TAs.
- R2i refreshers for all TAs to build confidence in delivering the assessments.
- Zones of self-regulation and emotional control training delivered to inclusion lead, lead nurture TAs and 4 others TAs based on the needs of children in specific year groups.
- Refresher training delivered by the SENCo on key initiatives for the school.

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

At our school, we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

How accessible is the school environment?

For further details on this, please refer to our accessibility plan and audit which can be found here:

<https://www.riseparkprimaryschool.co.uk/key-information/inclusion/>

How will the school prepare and support my child to join the school, transfer to a new school/setting or the next stage of education and life?

When children are admitted to school they will have an admission meeting with the headteacher and/or the Inclusion Lead. This provides an opportunity for open discussion around any additional needs the child may have so we can start considering additional provision which may be required.

Where appropriate, liaison between pre-school agencies, previous schools, medical or other professionals is arranged to ensure a thorough knowledge of the child's needs allowing a smooth transition to school.

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Additional resources such as transition books may be provided if needed.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need. Year

six staff liaise with Secondary schools to ensure a comprehensive transition programme.

How is the decision made about what type and how much support my child will receive?

The school budget includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are more complex and element 1 and element 2 funding have been already been used and evaluated, we would then consider additional support through element 3 funding. This is top up funding from the Local Authority where a child has significant and complex needs and is referred to as HLN (Higher Level Need) funding.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

HLN funding is at no point guaranteed and bids are usually made once every two years, although an emergency bid can be made during the year at specific times if a new child arrives at the school or if significant changes occur.

All HLN bids are taken to a moderation panel where HLN staff moderate the bids on a 'like-for-like' basis across Nottingham City.

Schools are informed whether or not an application for additional funding has been agreed.

How are parents involved in the school? How can I be involved?

At Rise Park we recognise that partnership with parents plays a key and vital role in supporting children to achieve their full potential. We value the importance of building positive relationships with parents and families within our school community. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We aim to work closely with parents of SEN children through daily informal catch up in line with our open-door policy meaning that an adult is always available at a mutually convenient time to discuss any issues.

We hold regular termly meetings and possibly multi-agency meetings where needed and ensure that outside intervention is clearly communicated.

Who can I contact for further information?

In the first instance, please speak to your child's class teacher or the Inclusion Lead if you have any concerns. We hope to resolve, any complaints you may have at this level. If not then please direct your concerns to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting.

Please see the complaints policy on the school website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all.

If you have any comments or thoughts, they would be gratefully received. Please contact Mrs Rachel Mee (Inclusion Lead and SENCo)