

River View Primary School

SEN Offer



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| Teaching and Learning | |
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| WHAT ADDITIONAL SUPPORT CAN BE PROVIDED IN THE CLASSROOM? | <p>Work in class is adapted by task, support & expectation to personalise learning and support children to make progress.</p> <p>All children with identified Special Educational Needs or Disability (SENDs) have an Individual Education Plan (IEP) with targets to help their progress. These are set and reviewed at least 3 times a year in line with school assessment cycles. Advice from outside agencies informs the IEP. Children with an Education Health and Care Plan (EHCP), including those in Language Resource and ASC Resource, have targets based on identified needs in their EHCP. These needs are addressed within specialist provision and when children integrate into mainstream settings. Language Resource and ASC Resource pupils receive additional support in their own classroom with timetabled opportunities for mainstream integration. Personalised planning and targets support these pupils.</p> <p>Teaching assistants (TAs) provide 1:1 support, small group support and intervention in the classroom as appropriate. An SEN TA provides support and intervention under the guidance of the SENCOs.</p> |

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| <p>HOW DO YOU HELP CHILDREN ACCESS THE CURRICULUM AND DEVELOP INDEPENDENT LEARNING?</p> | <p>Teachers carefully plan work so that all children can engage with the tasks and make progress. Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support. Children are set tasks and provided with support materials that meet their needs and encourage independence. Staff share good practice to ensure consistency of approach.</p> <p>We work with external agencies such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists and ASC specialists to provide therapy, support, guidance and plans to implement in school.</p> |
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STAFF SPECIALISMS/ EXPERTISE AROUND SENS OR DISABILITY

The school has an SEN team, consisting of staff working in SEN and Safeguarding, led by an Assistant Headteacher who is also a member of the Senior Leadership team. School SENCOs hold the NASENCO qualification. In the Language Resource all staff have a high level of experience, expertise and training in the area of speech, language and communication needs (SLCN) and associated difficulties. In the ASC provision, staff are trained, and undertake additional training, to meet varying needs of pupils.

Staff throughout school have a good understanding of special educational needs and are supported by the SEN team through 1:1 meeting, masterclasses, staff meetings and access to Salford Learning Support Service training.

We have 1 highly trained TA (Communication Development Worker) who works closely with Speech Therapy (SALT) to deliver 1:1 and small group speech programmes across the school. We also have a high proportion of staff trained in working with children with speech, language and communication needs. All staff and TAs have had ELKLAN training as part of the schools work on Communication Friendly Status and a large majority have been ELKLAN trained to Level 3.

All staff have been trained in the systematic and thorough teaching of phonics (using the Read Write Inc system).

Staff have been trained in the use of Numicon, a multisensory approach to teaching maths.

We also have a high proportion of staff trained in working with dyslexia.

All staff have been trained in Positive Behaviour Management.

Six members of staff are trained in positive handling.

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| <p>WHAT ONGOING TRAINING ARE THE STAFF HAVING TO SUPPORT SEN?</p> | <p>SEN is a part of every phase meeting and is given time in masterclasses, staff meetings and training days as needed. Recent training has covered Autism friendly strategies, Moderate Learning Needs (MLD) and the use of scaffolding and pre-teaching to support pupils. All staff have received ELKLAN training.</p> |
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| | <p>Staff are encouraged to undertake further CPD, which support the needs of all our children, in particular children with SEN. They then devolve this training to the wider staff as part of staff training days and meetings.</p> <p>Staff working within resource provision continue to receive training specific to the needs of the pupils within the resources.</p> |
| <p>WHAT ARRANGEMENTS ARE MADE TO SUPPORT CHILDREN WITH SENS DURING SATS?</p> | <p>Decisions and plans for SATs are made on an individual basis.</p> <p>Access arrangements including the use of a reader, scribe and extra time are in place for children if necessary.</p> <p>All teachers are aware of children's needs and support them accordingly.</p> <p>Separate spaces can be provided for some children who are anxious or struggle to concentrate in large settings. Some children also receive rest breaks to reduce anxiety.</p> <p>Support staff for children with additional needs are chosen carefully to ensure that children have the best opportunity to succeed.</p> |
| <p>HOW DO YOU SHARE EDUCATIONAL PROGRESS AND OUTCOMES WITH PARENTS/CARERS?</p> | <p>Individual written reports are shared annually with the option of follow up discussions if needed.</p> <p>Parents evenings take place twice a year.</p> <p>Additional meetings and informal discussions are arranged as needed.</p> <p>Parents of children on the SEN list are invited to meet with the SENCO in the Autumn term.</p> <p>Annual reviews for children with Education Health Care Plans are planned into the school year. Transition reviews ensure next stages in education are well planned and prepared for. IEPs are shared with parents/carers termly.</p> <p>Meetings with outside agencies take place as needed. Parents are invited to meetings with external agencies as required and their views are shared as part of the plan, do, review cycle.</p> |

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| Annual Reviews | |
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| WHAT ARRANGEMENTS ARE IN PLACE FOR REVIEW MEETINGS FOR CHILDREN WITH EDUCATION, HEALTH AND CARE PLANS (EHCP)? | <p>Parents/carers and professionals receive a letter inviting them to the annual review meeting and are asked to write a short report about their child. Parental views are important to us and their report is of particular value. Help for parents/carers can be provided by SIASS and SENCOs.</p> <p>Pupils also contribute a report and are supported by staff in doing this through the My Story document ensuring child-centred reviews. Pupils attend annual reviews.</p> <p>The class teacher, support staff and SENCO attend the review meeting with the parents/carers and any outside professionals.</p> |

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| Keeping Children Safe | |
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| <p>WHAT HANDOVER ARRANGEMENTS WILL BE MADE AT THE START AND END OF THE SCHOOL DAY?</p> | <p>Younger children are always collected by a known adult. Some older children (from Y5 on) may, by arrangement, be allowed to go home unaccompanied. Any more detailed arrangements are made on the basis of individual need.</p> <p>In Language Resource and ASC Resource some children come to school in a taxi provided by the school transport service and are accompanied by an escort at all times. Staff collect the children from the minibus and walk them into school and take them back to the bus at home time.</p> <p>Pupils within the LR and ASC provision not using school transport are collected by a known adult.</p> |
| <p>WHAT SUPPORT IS OFFERED DURING BREAKS AND LUNCHTIMES?</p> | <p>There are many adults on duty at both playtime and lunch time. Pastoral staff are on duty at lunch time. The sports coaches provide a timetable of activities.</p> <p>Where there is a specific identified need there can be additional support in the playground.</p> <p>We offer children identified as being vulnerable a nurturing approach during dinner times. Teachers may refer these children to their phase leader or SENCO if they believe a child needs some additional support.</p> |

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| <p>HOW DO YOU ENSURE MY CHILD STAYS SAFE DURING PE LESSONS AND SCHOOL TRIPS?</p> | <p>Our PE lessons are delivered by highly trained PE specialists and Teaching Assistants. Additional support can be provided if necessary.</p> <p>Children from the Language Resource integrate into these sessions, supported by their classroom TA. Where appropriate, children in the ASC provision integrate into sessions with a high level of support from staff within the provision.</p> <p>Apparatus is checked by an outside company on a regular basis.</p> <p>Risk assessments are completed for all school trips using the Salford Evolve programme. These are then approved by senior staff. Staffing ratios are appropriate to the age and needs of the children and follow national guidelines.</p> <p>There is a member of staff trained in first aid on all school trips and during PE.</p> |
| <p>WHERE CAN PARENTS/CARERS FIND DETAILS OF POLICIES ON BULLYING?</p> | <p>Our anti- bullying policy can be found on the school website. Hard copies are available on request from the school office.</p> <p>Regular communication with families is maintained and clear explanations of actions taken are shared with parents/carers.</p> |

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| Health (including Emotional Health and Wellbeing) | |
| WHAT IS THE SCHOOL'S POLICY ON ADMINISTERING MEDICATION? | <p>All prescribed medication is stored safely. All medication is administered by named staff. Written consent must be provided for any medication that has to be given in school. Procedures are in place for administering controlled medication. Care plans are in place for all identified children. Further training is provided when a particular need arises within the school.</p> |
| HOW ARE CARE PLANS DRAWN UP AND SHARED IN SCHOOL? | <p>Where needed, care plans are drawn up by the appropriate internal and external professionals. Once the care plan has been drawn up, it is shared with relevant staff and training is put in place as needed.</p> |
| WHAT WOULD THE SCHOOL DO IN THE CASE OF A MEDICAL EMERGENCY? | <p>We follow Salford's health and safety procedures for all medical emergencies. Call 999. Contact a qualified first aider. Contact parents/carers and assist them to in getting to school or hospital as needed.</p> |

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| <p>HOW DO YOU ENSURE THAT STAFF ARE TRAINED/QUALIFIED TO DEAL WITH A CHILD'S PARTICULAR NEEDS?</p> | <p>Where a child has specific health needs, training for staff is provided by medical professionals (e.g. use of an Epipen).</p> <p>Names of all first aiders are displayed in school.</p> <p>All staff have up to date child protection and safeguarding training.</p> <p>Review of systems and procedures is planned into staff training sessions and all documentation is reviewed and updated regularly.</p> |
| <p>WHICH HEALTH OR THERAPY SERVICES CAN CHILDREN ACCESS ON SCHOOL PREMISES?</p> | <p>School works closely with our designated school health advisor.</p> <p>Height, weight, dental, hearing and sight screening for all younger children takes place in school.</p> <p>Medical checks for children known to Children's Services can be carried out in school.</p> <p>We work closely with the educational psychologist, physiotherapist, speech and language therapist and occupational therapist to support the health and wellbeing of our children.</p> <p>The Communication Development Worker works closely with the speech therapist to deliver specific programmes highlighted in clinic and reviews the caseload regularly to adapt the programmes or caseload to meet need.</p> <p>The school also provides Art therapy where a child can be referred for a specific period of time. This is a confidential service and referrals are made through members of the SEN Team in partnership with parents.</p> |

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| Communication with Parents/carers | |
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| <p>WHO CAN PARENTS CONTACT IF THEY HAVE CONCERNS ABOUT THEIR CHILD?</p> | <p>Parents' evenings are held twice a year.</p> <p>The Headteacher, SEN Team and members of the senior leadership team are also available to discuss and talk through concerns with parents. There is an open door policy to ensure matters that are raised can be dealt with quickly.</p> <p>The SEN Team also offers support for parents, including concerns about their child's academic progress or concerns about their child's wellbeing.</p> |
| <p>DO PARENTS/CARERS HAVE TO MAKE AN APPOINTMENT TO MEET WITH STAFF?</p> | <p>Parents/carers can usually speak to the class teacher briefly at the end of the day. Longer or more complex issues may require an appointment which can be made through the school office.</p> <p>Teachers may also contact parents/ carers to arrange appointments.</p> |

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| <p>HOW DO YOU KEEP PARENTS/CARERS UPDATED WITH THEIR CHILD'S PROGRESS?</p> | <p>School has an app and facebook page where key messages are communicated to parents/carers. Each child gets an annual written report at the end of the summer term. Phone calls and letters home are also used to communicate with parents/carers. Parent's evenings take place twice a year. At these, the children's progress is discussed. Parents with children who have an IEP are asked to come in and discuss their child's targets and progress. Parents are able to speak to their child's class teacher at the beginning and end of each day with regards to their concerns about their child. Members of the school SEN Team are also available to support parents to keep up to date with children's progress as required. Children with EHCP also have annual reviews to discuss targets and progress.</p> |
| <p>DO YOU OFFER OPEN DAYS?</p> | <p>Visits to school can be arranged by contacting the school office.</p> |

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| | <p>Visits for parents of pupils who may be placed in Language Resource Provision or ASC Provision can be arranged through the Local Authority SEN team.</p> <p>Parents are also invited to the awards assembly every Friday</p> |
| <p>HOW CAN PARENTS/CARERS GIVE FEEDBACK TO THE SCHOOL?</p> | <p>Parents/carers are able to communicate information regarding their child through speaking to staff directly or by phoning/emailing. Parents can also contact school using the school APP or Facebook page.</p> <p>Questionnaires are sent out annually as another way of gathering parental feedback.</p> <p>Parent coffee mornings can also be an opportunity for parents to provide feedback and request support. This is led by members of the school SEN Team.</p> <p>Parents may also share their views via OFSTED's "parent view" – a link can be found on the school website.</p> |
| <p>What Help and Support is available for the Family?</p> | |
| <p>HOW CAN YOU GET HELP IN COMPLETING FORMS AND PAPERWORK?</p> | <p>The school SEN Team offer help and support in completing paperwork as needed.</p> <p>Salford parent partnership (SIASS) will support families with issues around special needs.</p> |

| Working Together | SEN LOCAL OFFER: RIVER VIEW PRIMARY SCHOOL |
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| HOW CAN CHILDREN EXPRESS THEIR VIEWS ABOUT SCHOOL? | <p>Children are encouraged to speak to their classroom staff, members of the school SEN Team and any other members of staff.</p> <p>Pupils with Statements or Education, Health and Care Plans and Looked After Children have the opportunity to complete a short report on their experiences and views that is presented at review meetings using "my story".</p> <p>All pupils fill in an annual questionnaire.</p> <p>Pupils provide feedback about the year on their own school reports.</p> <p>Pupils can also share views through a school council.</p> |
| HOW CAN PARENTS/CARERS HAVE A SAY ABOUT THEIR CHILD'S EDUCATION? | <p>Parents/carers are able to communicate information regarding their child through speaking to staff or phoning.</p> <p>Annual questionnaires are sent out as another way of gathering parental feedback.</p> <p>Parents/carers of children with Education, Health and Care Plans are encouraged to contribute a report for the annual review meeting.</p> <p>Parents are always welcome into school to meet the Headteacher and/or other members of the Senior Leadership Team to raise concerns about their child's education.</p> <p>Parents may also send emails, communicate through the facebook page and APP, and attend community events where they may communicate about pupils' education.</p> |

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| <p>HOW CAN PARENTS/CARERS GET INVOLVED IN THE SCHOOL OR BECOME SCHOOL GOVERNORS?</p> | <p>Parents are represented on the governing body. Parents are elected to the governing body when a vacancy arises. A letter is sent out inviting parents to stand and a ballot undertaken. Community events provide an opportunity to be involved in school life.</p> |
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| <p>HOW IS THE GOVERNING BODY INVOLVED IN MEETING THE NEEDS OF CHILDREN WITH SENDS</p> | <p>We have a designated SEND and Safeguarding governor who takes a great interest in the provision for our pupils. They meet with the SENCO regularly. They then write a report and provide verbal feedback to the governing body.</p> <p>The governing body supports the school in working with outside agencies.</p> <p>The governing body reviews all SEN documentation annually to ensure school provision meets all requirements. In some cases, presentations by external agencies or specialist staff, are made to the governing body to highlight key SEND issues.</p> |
| <p>WHAT INFORMATION, ADVICE AND GUIDANCE CAN PARENTS/CARERS ACCESS THROUGH THE SCHOOL?</p> | <p>The school administration team are able to give routine information.</p> <p>The class teacher can give information about progress and learning.</p> <p>The SENCOs are able to give information about special needs issues, pupil welfare and community facilities.</p> <p>The Headteacher and members of the senior leadership team are always available to meet with families, although occasionally an appointment is required.</p> <p>The River View App is an up-to-date source of information about the school and also provides links to other support systems, including websites and activities outside of school.</p> |

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| Transition from Primary School and School Leavers | |
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WHAT SUPPORT DOES THE SCHOOL OFFER AROUND TRANSITION TO HIGH SCHOOL?

For children with Education Health and Care Plans (including those in Language Resource) transition to high school begins with the year 5 review. The final recommendation is made by the LA SEND panel and the parent/ carer has the opportunity to accept this or consider an alternative. A series of supported transition visits will then take place in the year 6 summer term.

Children transferring out of the Language Resource prior to Year 6, are supported by a designated Teaching Assistant from the resource, who will follow a carefully individualised programme of transition for the individual child. They will also offer support to the receiving school.

Other children with SENDs follow the usual process for applying to high schools. Once the place has been accepted SENDs staff will liaise with the receiving school to highlight individual needs and arrange transition.

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| Extra Curricular Activities | |
| DO YOU OFFER SCHOOL HOLIDAY OR BEFORE AND AFTER SCHOOL PROVISION? | <p>There is a breakfast club (from 8am) and after school club (until 5:30pm) which is run by the school's TAs. A fee is charged for these.</p> <p>There is a holiday club that is provided by outside agencies to support children in the local area during the school holidays.</p> |
| WHAT AFTER SCHOOL ACTIVITIES DO YOU OFFER? | <p>There are many after school clubs running throughout the year. Age criteria apply to some of these clubs.</p> <p>Clubs offered so far this year have included Spanish, ballet, yoga, art, computing and eco-club. A number of children are completing the mini-Duke (Duke of Edinburgh) award.</p> <p>Information on clubs is available on the school APP and Facebook page.</p> |
| HOW DO YOU MAKE SURE CLUBS, ACTIVITIES AND RESIDENTIAL TRIPS ARE INCLUSIVE? | <p>Staff work in partnership with parents/carers to ensure activities are appropriate for individual children.</p> <p>Staff make a pre-visit to the trips to ensure they can be modified if necessary to meet the needs of all children. Invites are sent to all children and their families (within the appropriate age range). Additional support staff may be required to attend to support needs as required.</p> |

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HOW DO YOU HELP CHILDREN AND YOUNG PEOPLE TO MAKE FRIENDS?

River View is a friendly school with a nurturing ethos. We aim to create an environment which encourages children to be caring and make friends. New arrivals to the school are paired up with children and they support them in their transition to our school. There are also Nurture sessions for children at dinner time to also help support and promote children making friends and building social and emotional skills.

Glossary

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| SENCO | Special Educational Needs Co-ordinator |
| IEP | Individual Education Plan |
| TAs | Teaching Assistants |
| SENDs | Special Educational Needs or Disability |
| ASC | Autistic Spectrum Condition |
| CPD | Continuous Professional Development |
| SLCN | Speech, Language and Communication needs |
| SEN | Special Educational Needs |
| EYs | Early Years |
| LA SEND | Local Authority Special Educational Needs & Disability Panel |
| EHCP | Educational Health Care plan (previously statement) |