

## **Richmond Methodist Primary School** **Information Report for SEND pupils** **and their families**



Code of Practice 6.79

*'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer.'*

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

### **Universal Provision**

Richmond Methodist Primary School is very proud of its inclusive ethos. This is reflected in every classroom, and on many occasions throughout our school day.

Quality First Teaching ensures that all pupils have correctly tailored scaffolding to maximise their learning. This can mean small adjustments, like sitting close to the teacher to a more significant modification, such as partially sighted students having special equipment to enlarge all written material in the classroom and on the Electric White Board. Differentiated activities are planned into lessons so that every child can fully engage and take part in class. Differentiation can take the form of presenting and recording work in different ways, support from a Teaching assistant, specialised resources or work set with differing challenges and/or outcomes.

We strive to provide the necessary adjustments no matter how big or small. We list these on our Whole School Provision Map which is available on our website.

We have expertise in all areas of need, e.g. Speech and Language, Dyslexia, Social, Emotional and Mental Health. Appropriate support is put in place to ensure the highest quality education for children regardless of their need. Our school welcomes children with a wide variety of need, including Autistic Spectrum, Speech and Language, Specific Learning Difficulties, Social, Emotional and Mental Health needs and children with Physical Disabilities. We want all of our children to feel that they can actively engage in activities across the curriculum as well as extra-curricular activities. We see children with SEND go on all of our exciting trips, including residential stays, and take part in sports and other after school clubs.



We keep some respected roles and duties within school for older children who have SEN.

Please see our SEND policy for details on how we identify children's additional needs.

### **Recording Provision**

Children who have been identified as needing some additional support will have their personal targets and the interventions they receive recorded on a Personal Provision Map (PPM) and/or a Pupil Profile. A Personal Provision map is a working document that is reviewed, at least, termly. It details children's strengths and their specific needs and lists the adjustments teachers make for them in class and the individual set of interventions designed specifically for them. PPMs also include specific targets to advance the child's learning and are written and reviewed termly, or more frequently if we all feel that is necessary. A Pupil Profile is a one page document that lists a child's strengths, difficulties and good strategies that can be used to support that individual in and out of the classroom. This is available for all staff, including MSAs, to see and use so that all adults in school know how to support that child effectively. The Pupil Profile is reviewed at least annually and more often if necessary. We consider it very important that these documents are written in consultation with the children themselves as well as their parents/carers because we are committed to working as a team for the child.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

### **Interventions**

Richmond Methodist Primary School can offer a very wide range of evidence based interventions. Some of these are respected, nationally recognised programmes, such as Dynamo Maths. Others are created by drawing on our experience and expertise to meet the particular needs of an individual pupil. We have tried and trusted interventions that we use regularly. In addition, we are always looking to add to the range of interventions that we can offer.

All interventions are carefully monitored in order to ensure that they have an impact on children's learning. Sometimes interventions take place outside the classroom but we strive to ensure that what is learnt and practised outside the classroom is applied to learning inside the classroom as well. We also aim to ensure that these interventions are timetabled to sure they have as little impact as possible on other areas of the curriculum.

Each child has their own personal intervention profile that we carefully construct to match their need and this is listed on the PPM. When we meet with parents we will explain:

- what interventions your child is receiving and what are the intended learning outcomes;



- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

### **Extra Adult Support**

Richmond Methodist School has teaching assistants and teachers who have many varied talents that enrich the children's school life. The whole staff have continual new training opportunities across a range of SEND needs such as Dyslexia, Autism, Social, Emotional and Mental Health difficulties and more specific training based on supporting children's individual medical and physical needs such as Evac and Epi-pen training. All teaching staff and teaching assistants meet, at the very least, termly to update their SEN knowledge.

First and foremost teaching assistants and teachers endeavour to encourage children to work independently. We seek to arm them with the necessary skills that will help them beyond their primary years. However, there are times when children require a high level of support from an adult to enable them to reach their learning goals. At Richmond Methodist School we put teaching assistants in place at such times.

Our skilled teaching assistants run most of the interventions in school. We provide training so that teaching assistants can deliver interventions with knowledge and confidence. At all times, they work closely with class teachers and the Inclusion Manager. Other times, teaching assistants support individuals or small groups in class by providing additional scaffolding so that children can achieve.

In addition, some of our teachers also run 'Closing the Gap' intervention groups.

### **Expected Progress**

Teachers assess children's progress on a regular basis and more formally at the end of each term. If a child fails to progress adequately we analyse the reasons behind this. We will always talk to parents at this time. Teachers may well be able to add/alter teaching methods or resources to accelerate progress. At other times the child may take part in an intervention programme/s. At the end of the intervention period the child will be reassessed so that we can check that progress is accelerated.

For those children who have a PPM, targets are set and assessed termly. Parents are always invited to the PPM review so that they are part of the assessment process.



### **Support from other agencies**

Although we have a number of skilled practitioners at Richmond Methodist School, we sometimes feel that we need to seek advice and support from outside agencies. We always seek permission from parents before we call upon outside support for their children. The school has established excellent working relationships with professionals from the following agencies:

- Educational Psychologist
- EMS (Enhanced Mainstream School) for Specific Learning Difficulties, Speech, Language and Communication and Behaviour, Emotional and Social Difficulties.
- School Nurse
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist
- Occupational Therapy
- Our local authority SEN advisor
- Social Services
- Prevention team

All of the above experts visit school to meet children and give us advice. They also attend meetings with us to extend the team around the child.

### **On-going communication with parents and Key Contacts**

At Richmond Methodist School we acknowledge that parents of children with SEND may have more concerns than parents of other children. Consequently we are happy to meet with them regularly and urge our families to contact us if ever they are anxious.

Besides regular parents' evenings, we have an additional termly meeting for our SEND children and their families. We value time spent discussing parents' wishes and aspirations for their child and we seek ways to support them in achieving these. We evaluate the success of their child's PPM so that parents have clear information about the impact of interventions. If we feel it is necessary, a new PPM is written. Outside agencies are also invited when appropriate, so that we can review and set targets as a team.

Some children, particularly our older children, like to attend the meeting in person so we prepare them beforehand so that they are not daunted by the experience. Others like to talk to the teacher before the meeting so that their opinion can be heard as their aspirations and contributions to the meetings are very important to us. Guidance can be given so that parents know how to support their child's learning at home.

Sometimes daily communication between school and home is required. This can be in the form of a home/school book or with conversations between parents and staff at the beginning and/ or at the end of the day. For any



concerns regarding SEND, parents are welcome to contact the school's Inclusion Manager, Mrs Lucy Coates. She is available before or after school from Wednesday to Friday or during the day on a Wednesday on 01748 822794. Mrs Coates can be e-mailed on [lcoates@richmondmethodist.n-yorks.sch.uk](mailto:lcoates@richmondmethodist.n-yorks.sch.uk).

Our school's SEND Governor is Mrs Rebecca Simpson. She keeps in close touch with Mrs Coates, overseeing the provision and progress for our pupils with SEND.

### **Special Educational Needs and Disabilities Information, Advice and Support Service**

The SENDIASS Co-ordinator for our area is Jane Clark. She is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Her advice is impartial; and we have found that parents find Mrs Clark's support extremely helpful. She can be contacted on 01609 536198.

For more information about SENDIASS see:

<https://www.northyorks.gov.uk/send-information-advice-and-support-service>

### **NYPACT**

Another support service for local families is NYPACT. NYPACT is the parent carer forum for North Yorkshire and aim to provide a collective voice for parents of children with disabilities and additional needs. They are a voluntary organisation run by a management committee of volunteer parent carers and supported by a part-time paid member of staff based at North Yorkshire & York Forum.

For more information about NYPACT see:

<https://communityfirstyorkshire.org.uk/projects/nypact/>

### **Dyslexia Network Plus**

Dyslexia Network Plus is a local Not-for-Profit organisation, run by parents to support families with dyslexia type difficulties. A number of our families have attended helpful, informative events organised by this group.

For more information about Dyslexia Network Plus see:

<https://dyslexianetworkplus.org.uk/>



## **Statutory Assessment**

Occasionally we have concerns for a child that mean our resources are severely stretched. Various professionals will have given us advice and they will have identified that the child needs a particularly high level of support and provision beyond that usually available in a mainstream classroom. At this stage we will make a request for Statutory Assessment to the Local Authority. They will consider what the most appropriate provision for the child is and an Education, Health and Care Plan will be written. The plan will be reviewed annually. Mrs Clark is available to support parents through the Statutory Assessment process.

## **Accessibility**

In our commitment to be an Inclusive School, we have ensured that all the building is accessible. We have a lift between floors, platform lift to the Hall, disabled toilet and fully equipped hygiene room. In addition there are ramps to classrooms and steps are highlighted with florescent strips or paint.

## **Transition**

We know that September can be a daunting time for families with an SEND child. We have a number of strategies that we employ to ease new class stress:

- The new teacher will make a special effort to get to know the child through June and July. A meeting will be held with the current class teacher, future class teacher, parents and where necessary, the TA so that important information can be shared before the child's transition to their next class.
- Photographs can be taken of the new classroom and adults who will be working with the child. These can be made into a poster or transition book for the child to look at over the summer.
- Extra visits can be made to enable the child to grow accustomed to their new surroundings.
- Parents, teachers and children can create a profile on one easy to read sheet that can be handed to new adults which details the child's strengths, interests and needs.

We do a very similar transition to secondary school. We invite representatives from the school to visit us as soon as possible once the child's place is confirmed. Besides this, we arrange some reassuring visits to the school for the child. In recent years children have spent a whole day with a Year 7 class, they have been for lunch and also created power points about the school to share with all their class back at primary school. We pass onto the secondary school any details of the interventions and strategies that we have used to support that child.

We are therefore able to send the children to secondary school feeling confident that they will make a positive start.

### **New starters with SEN**

We want all new starters and their parents to feel welcomed and confident that we can accommodate their special needs. If a child attends a local nursery we work as a team with nursery staff to aid a smooth transition.

This can involve joint meetings with professionals or extra visits and our teaching staff and assistants spending time at the nursery so that the child feels comfortable with them. Some children, that we feel would benefit from it, will be offered additional visits at home from their new class teacher. We can purchase specific equipment to ensure all needs are met before the pupil joins us. A similar package of transition can be organised for children transferring from a school.

### **Making a complaint**

If a parent has a complaint relating to a child with SEND they are encouraged to firstly approach the class teacher to see if their concerns can immediately be addressed. They can also contact our Inclusion Manager and /or head teacher. If they still feel that their views have not been listened to or answered to their satisfaction they can make a formal complaint by writing to the Chair of Governors at our school.

**Should you wish to discuss any aspect of this document in more detail please do not hesitate to contact us.**

Head teacher: Mrs Susan Gardner  
Inclusion Manager: Mrs Lucy Coates  
SEN Governor: Mrs Rebecca Simpson

Contact details:

Telephone – 01748822794

Email – [lcoates@richmondmethodist.n-yorks.sch.uk](mailto:lcoates@richmondmethodist.n-yorks.sch.uk) or [admin@richmondmethodist.n-yorks.sch.uk](mailto:admin@richmondmethodist.n-yorks.sch.uk)

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