

**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. Quality First Teaching ensures that all students 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. 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 and Behaviour. Appropriate support is put in place to ensure the highest quality education for children with any specific need. 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 at different levels. We have 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 and extra- curricular activities. We see children with SEND go on all of our exciting trips and take part in sports and other after school clubs. We keep the respected roles of "Recycling Manager" and "Friendship Post Monitors" for older children who have SEND.



## **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). This details their strengths and their specific needs. It lists the adjustments teachers make for them in class and the individual set of interventions designed for them. We consider it very important that the PPM is written in consultation with the child themselves and their parents/carers because we are committed to working as a team for the child. PPMs are written and reviewed termly, or more frequently if we all feel necessary.

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 IDL. Others we create ourselves when we spot a particular individual need.

Interventions are carefully monitored in order to ensure that they have an impact on children's learning. Sometimes interventions take place outside the classroom and we work hard to make sure that learning moves into the classroom.

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.

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.

## **Extra Adult Support**

Richmond Methodist has a super group of teaching assistants and teachers. They have many varied talents that enrich the children's school life. A member of staff has enhanced training in Dyslexia and the whole staff received IDP training in Dyslexia, Speech and Language and Autism. The Teaching Assistants meet half termly to update their SEN knowledge and the teaching staff have a termly up-date meeting. We are constantly seeking new training opportunities to support the range of needs in our school.



First and foremost teaching assistants and teachers endeavour to encourage children to work independently. We seek to arm them with the necessary skills needed to become independent learners and eventually, thriving members of society. However, there are times when children require 1/1 support from an adult to enable them to reach their learning goals. At Richmond Methodist 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 they can do this with knowledge and confidence. At all times, they work closely with class teachers and the Inclusion Manager.

At other times, teaching assistants support individuals or small groups in class. They provide additional scaffolding so that children can achieve.

In years 5 and 6 experienced teachers provide 1/1 support for those children who are not yet reaching their target levels in English and Mathematics.

These lessons have proved to have a significant impact on progress. In addition, Nurture Groups run regularly in school to support children with social and emotional needs. They have been very successful.

### **Expected Progress**

Teachers informally assess children's progress on a day to day basis but formal progress assessments are made termly. These formal assessments are made against the National Curriculum. We also use Target Tracker to monitor this progress over the year. 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
- Physiotherapist
- Occupational Therapy
- Parent Support Advisor
- Minority Ethnic Achievement Team
- SSA team – support for Autistic children
- Our local authority SEN advisor
- Social Services – we work very closely with social workers through Our Virtual School, to support our looked after children.

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 Primary School we acknowledge that parents of children with SEND have more concerns than most. 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 one PPM so that parents have clear information about the impact of interventions. If we feel 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 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. Of course their aspirations 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. Any concerns regarding SEND and parents are welcome to contact the school's Inclusion Manager, Mrs MacRae. She is available before or after school or during the day on a Wednesday on 01748 822794. Mrs Macrae can be e-mailed on [admin@richmondmethodist.n-yorks.sch.uk](mailto:admin@richmondmethodist.n-yorks.sch.uk).

Our school's SEND Governor is Mrs Mann. She keeps in close touch with Mrs MacRae, 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:

<http://www.northyorks.gov.uk/article/25378/SEND---advice-and-support>

## **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:

[www.nypact.co.uk](http://www.nypact.co.uk)

## **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:

[www.dyslexianetworkplus.org.uk](http://www.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, a disabled toilet and fully equipped hygiene room. In addition there are ramps to classrooms and steps are highlighted with bright paint. For children with physical disability, we often individualise their provision and strive towards meeting their needs through a Health and Care Plan.

### **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.
- Photographs will be taken of the new classroom and new adults. These will be made into a poster or book for the child to look at over the summer.
- Extra visits can be made to grow accustomed to new surroundings.
- Parents, teachers and children 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.
- A meeting can be held of all of the team around the child so that important information can be shared.

We do a very similar transition to secondary school. We invite representatives from the school to visit us as soon as the child's place is confirmed. We aim to have the team around the child meet within two weeks of a secondary place being conformed. 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 an Inclusion Passport that details all of the interventions and strategies that we have used to support that child.

The feedback from parents has been very positive. We send the children to secondary school feeling confident.



### **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, extra visits and our teaching assistants spending time at the nursery so that the child feels comfortable with them. 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: Miss Helen Ring

Inclusion Manager: Mrs Angela MacRae

SEN Governor: Mrs Marie Mann

Report updated September 2016

