

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



Doing all the good we can

Date: September 2024

Review Date: September 2025

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:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCo** – Mrs Lucy Coates.

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Telephone: 01748822794

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy.

The **school governor for SEND** is: Mrs Hannah Long

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Mrs Stevenson, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

School Policies that are linked to the identification and assessment of SEND

- SEND Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Information and Objective Statement
- Mental Health and Well-being Policy

These policies can be accessed on our school website.

Richmond Methodist SEND aims and values

- **Ready:** We believe that it is important to prepare children for learning and encourage them to adopt good 'learning' behaviours. We are keenly aware that children need to be emotionally and physically well in order to be able to learn and make progress. We endeavour to support children in their social, emotional, mental and physical development and recognise how important this is in children's holistic growth.
- **Mutually Respectful:** Positive relationships are key to any partnership and building and maintaining these is at the heart of all that we do, both with our pupils and their parents. Respect and trust is earned through mutual understanding, kindness and non-judgemental experiences at school. Our staff are exceptional role models to our children and consistently encourage children to be considerate and accepting of the needs of others in our school and community.
- **Safe:** It is essential that all of our pupils feel safe and well cared for at our school. Our RMS team is a family and like a family we want everyone in it to feel secure, safe and valued.

Universal Provision

Richmond Methodist Primary School is very proud of its inclusive ethos. This is reflected in every classroom and 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 the use of technology (iPads/laptops) to remove barriers to learning. 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.

Our school welcomes all children. We have expertise in all areas of need, e.g. Speech and Language, Dyslexia, ASD, Social, Emotional and Mental Health difficulties and children with Physical Disabilities. Appropriate support is provided to ensure the highest quality education for children regardless of their need.

The overarching SEND aim is to ensure that the school environment and every member of staff is equipped to support all children so that every child can succeed regardless of any SEND they may have. It aims to continually challenge and develop teaching so that Quality First Teaching happens in every classroom to ensure that all pupils have correctly tailored scaffolding to maximise their learning.

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.

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

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.

or

- b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto our SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress, they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on our SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including:

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment such as a Dyslexia Screening Test
- Children or a young person that already have an Educational Health Care Plan (EHCP)

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 some form of targeted support. 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 at least termly. Parents are always invited to the PPM meeting so that they are part of the graduated approach.

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing and reviewing the approach taken so that it is increasingly personalised to the child. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

A graduated approach enables the right level of intervention and support when needed. It is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked through our monitoring process. If a specific educational need is highlighted, a Personal Provision Map (PPM) may be put in place.

In our school we recognise how important it is to share information between staff about our children and their specific needs to ensure consistency of support throughout school. To do this, we have a section within our school's Arbor system, which allows us to keep a record of a child's difficulties and good strategies that can be used to support that individual in and out of the classroom. This is available for all 'key' staff to see and use so that these adults know how to support that child effectively. This is reviewed at least annually and more often if necessary. We consider it very important that these documents are shared on a 'need to know' basis.

Some children with a high level of need will need an Educational Health Care Plan or an Individual Health Care Plan (for medical needs only) which may also include risk assessments. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, and LA representative- usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

Personal Provision Maps

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 development and are written and reviewed termly, or more frequently if we all feel that is necessary. Personal Provision Maps (PPMs) are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome focused approach. When completing PPMs we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The PPMs are very child centred and incorporate their feelings, wishes and desires.

Educational Health Care Plans

Occasionally we have concerns for a child that mean our resources are severely stretched. After at least 3 cycles of plan, do, assess and review, where various professionals have given us advice and we have identified that the child needs a particularly high level of support and provision beyond that usually available in a mainstream classroom, an Educational Health Care Plan can be initiated. At this stage, with parents' consent and support in filling out and compiling documentation, we will make an Educational Health Care Assessment Request (EHCAR) to the Local Authority. Following an EHCAR submittal, a meeting with parents, school and other professionals will be arranged by the Local Authority to consider the child's needs and a decision is made as to whether an assessment is appropriate to further inform the EHCAR.

If an assessment is achieved and following feedback from an Educational Psychologist, it is then decided by a panel of professionals whether the child requires the support of an Education, Health and Care Plan. Once a plan is in place, it will be reviewed annually in the form of an Annual Review or can be reviewed sooner in an Interim Review if necessary. If parents disagree with any decisions made by the panel of professionals, a mediation or tribunal can be arranged to review their verdict or to add additional evidence to the original ECHAR submittal.

<https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/education-health-and-care-plans-ehcp/requesting-assessment-education-health-and-care-plan>

SENDIASS are available to support parents through the EHCAR process and other subsequent meetings.

Pupil Voice

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and targeted support is allocated. The children regularly discuss their progress and support with staff. Pupil voice is highly valued in our school, and we feel their contributions to their own PPM is key to the pupil's success.

Targeted support

Richmond Methodist Primary School can offer a wide range of evidence based targeted support. This targeted support can be provided in class alongside other learners or as part of an out of class intervention.

Some of the targeted support offered are respected, nationally recognised programmes, such as Lexia Core 5 and ReadingPlus. 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 targeted support that we can offer.

Targeted support is carefully monitored in order to ensure that it has 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 ensure they have as little impact as possible on other areas of the curriculum.

When we meet with parents we will explain:

- what targeted support your child is receiving and what are the intended outcomes;
- when during the week any targeted support will be delivered and for how many weeks;
- who will be delivering the targeted support (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the targeted support 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.

Provision

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed within our Whole School Provision Map (which can be found on our website) is the main body of our provision, however it may not list every skill, resource, and

technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents.
 - o Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

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, Moving and Handling, Epilepsy and Epi-pen training. All teaching staff and teaching assistants meet, at the very least, termly to update their SEN knowledge. We feel passionate about educating and supporting our staff so that we can provide a school environment that is 'for all' and to inspire all those who work and learn in our school to believe that there is value in 'doing all the good we can'.

First and foremost, teaching assistants and teachers endeavour to encourage children to work independently. We seek to arm children 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 and developmental goals. At Richmond Methodist School, we put teaching assistants in place at such times.

We provide training so that teachers and teaching assistants can deliver targeted support with knowledge and confidence. At all times, we work

closely together as a team to support individuals with additional scaffolding so that they can achieve.

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.

The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected
- Deciding what resources/training and support are needed

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: Nurture groups, Draw and Talk therapy, 1:1 mentoring, friendship groups, Speech Language and Communication interventions, Lego Therapy, and tailored-bespoke interventions that are created on an individual needs-assessed basis. Further information can be found in our Mental Health and Well-being Policy.

Safeguarding Children with SEND

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

For further information, please see our safeguarding policy which can be found on our website.

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
- SEND Hub for Richmondshire (Specific Learning Difficulties, Communication and Interaction and Social, Emotional and Mental Health difficulties)
- School Nurse
- Sensory, Physical and Medical Teaching Team
- Speech and Language Therapist
- Occupational Therapy
- Our local authority SEN advisor
- Social Services
- Prevention team
- Early Help
- Healthy Child Team
- Compass Buzz
- Young Carers

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

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link:

[SEND Local Offer | North Yorkshire Council](#)

Partnership with parents and Key Contacts

Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers 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. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

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. Members of the Senior Leadership Team are always available, every morning, for informal conversations.

We provide SEND 'drop in' sessions every term. These are sessions open to all of our parents, whether they have a child with SEND or not. It is an opportunity for parents to network, seek informal advice from the SENDCo, share experiences and work collaboratively to improve and maintain our school's SEND offer. We also advertise and promote various parent training and support sessions throughout the year.

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 and the extra provision provided in school. 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 is usually through Class Dojo or Tapestry. There is also always a member of the Senior Leadership Team available, every morning, at drop off, for an informal conversation. For any concerns regarding SEND, parents are welcome to contact the school's Inclusion Manager, Mrs Lucy Coates. She can be contacted via telephone on Monday or Tuesday via 01748 822794 or can be e-mailed at any time on lcoates@richmondmethodist.n-yorks.sch.uk.

Our school's SEND Governor is Mrs Hannah Long. 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 team is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial; and we have found that parents can find this support extremely helpful. They can be contacted by phone on: 01609 536923

For more information about SENDIASS see:

<https://sendiassnorthyorkshire.co.uk>

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://hadca.org.uk/directory/organisation/15107>

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://livingwell.darlington.gov.uk/Services/674/Dyslexia-Network-Plu>

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 and playground, disabled toilet and fully equipped hygiene room. In addition there are ramps to classrooms and steps are highlighted with florescent strips or paint. Please refer to our Accessibility Plan, which can be found on our website, for further details.

Transition Arrangements

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.
- The children or young person will spend a day during the summer term with their new teacher/s.
- An after school 'open door transition hour' is arranged to allow children to introduce their parents to their new teachers and classroom and provides an opportunity to ask any questions prior to September.

- Photographs and/or videos 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' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated.

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. In addition to 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.

Staff have also taken opportunities to visit and work closely with our partner secondary schools and local SEND schools to acquire a more in-depth knowledge of their routines, systems, and ethos. This also gives staff an opportunity to see what provision the schools have in place and how best to support your child for the transition into Year 7. Staff are willing to arrange and accompany children and/or parents/carers to their new school.

For children who we have identified as having high needs at phase transitions (key stage and between different settings) and where the student requires additional support over and above the notional SEND allocation in order to successfully make that transition, a request for SEND support funding can be made. The success of this application allows the two settings to plan for and provide a higher level of support during the transition phase.

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 from their new class teacher and can be offered home visits as well.

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.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money. Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Key information around this can be found in our 'Equality Information and Objectives' policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.

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 Sharon Stevenson

Inclusion Manager: Mrs Lucy Coates

SEN Governor: Mrs Hannah Long

Contact details:

Telephone – 01748822794

Email – lcoates@richmondmethodist.n-yorks.sch.uk or
admin@richmondmethodist.n-yorks.sch.uk