

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



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SEND Governor: Awaiting appointment (until appointment, our chair of governors will maintain oversight – Kathleen Bradley).

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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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 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 Headteacher, 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 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 and Nursery 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.

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, also known as universal provision. If a child or young person is not making adequate progress, they will only be considered as having a SEND 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)

Teaching, Learning and Assessment

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.

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Individual Learning Plans for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle
- Individual SMART targets
- Differentiated learning
- Multi-Sensory activities
- Data analysis through school tracking system
- Pupil progress meetings with class teacher, SENDCo and senior leadership team.
- Sharing between teachers to ensure a smooth transition.
- Individual Learning Plan meetings held termly between child/ young person, teacher, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.
- Teachers and support staff working closely together.

For those children who have a IPM (Individual Provision Map), targets are set and assessed at least termly. Parents are always invited to the IPM 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, an Individual Provision Map (IPM) may be put in place. These will be written in conjunction with the parents, the child and their class teacher. IPMs keep a record of clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do,

Review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

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.

Individual Provision Maps

An Individual Provision map (IPM) 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. IPMs 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.

IPMs 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 IPMs, 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 IPMs are child centred and incorporate their feelings, wishes and desires.

Educational Health Care Plans

Occasionally, we identify that the specific needs of a child require provision beyond that usually available in a mainstream school's means. In this case, after at least 3 cycles of plan, do, assess and review and following advice/evidence from various professionals, a request for 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, the Local Authority will 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 IPM 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.

The SENDCo and the child's class teacher, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or on-going input from external agencies.

Targeted support is carefully monitored to ensure that it has an impact on children's learning. Sometimes interventions take place outside of 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

Our approach to SEND support is based on a graduated model of Universal and Targeted Provision, ensuring that support is matched to the needs of individual pupils. Universal Provision refers to the high-quality teaching, inclusive classroom practice and reasonable adjustments that are available

to all pupils. This includes adaptive teaching strategies, quality first teaching and a positive learning environment designed to support a diverse range of needs. Targeted Provision is additional support provided for pupils who require interventions that are different from or additional to those ordinarily available. This may include small-group interventions, targeted programmes, additional pastoral support, or short-term strategies designed to address identified areas of need. Through regular assessment and review, pupils may move between levels of provision as their needs change, ensuring that support remains responsive, proportionate, and focused on achieving the best possible outcomes for every child and young person.

We aim to provide our pupils including those with SEND, with all the facilities necessary so 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.
- 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.

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

The school is committed to ensuring that pupils with SEND have access to the equipment, resources, and facilities they require to meet their individual needs and access learning successfully. Provision is determined through assessment of need and may include specialist furniture, writing and recording aids, visual supports, assistive technology, sensory resources, communication aids, adapted curriculum materials and equipment recommended by external professionals. Reasonable adjustments are made to the learning environment wherever possible, enabling pupils with SEND to participate fully in lessons, wider school activities, educational visits, and social opportunities alongside their peers. Through careful planning and the use of appropriate equipment and facilities, we aim to remove barriers to learning, promote independence and support every pupil to achieve their full potential.

How Children with SEND are Included in Activities outside the Classroom

Richmond Methodist Primary and Nursery school prides itself on the range of extra-curricular clubs we have on offer; from sporting activities to sewing club. These are available to all children and young people with special educational needs.

Our Opal lunch times provide a range of stimulating, active and relaxing activities for all children. We also offer Forest school sessions to a large proportion of our school children throughout the year. Our children speak very highly of both Opal play and Forest Schools. We are flexible and open to make adjustments for children around break, lunch and transition times, when they are needed.

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. Where necessary, children and their parents/carers are involved in planning for any activities or trips.

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. This is achieved through a whole-school approach, with appropriate and timely intervention using the 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/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. This includes Nurture groups, Draw and Talk therapy, THRIVE support, 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 and Whole School Provision Map, both accessible via our website.

Internal Provision Base (Learning Hub)

Our Internal Provision Base, the Learning Hub, provides a flexible, targeted layer of support for pupils with SEND who require additional provision beyond that ordinarily available through classroom teaching, while remaining fully included within the life of the school. The provision is designed to complement, not replace, high-quality teaching in mainstream classrooms and enables pupils to access short-term or longer-term support that is tailored to their individual needs. Depending on need, pupils may access specialist interventions, small-group teaching, therapeutic support, social communication programmes, sensory regulation activities, pastoral support, or opportunities to develop independence and learning skills within the provision base. Entry to and exit from the provision base is determined through assessment of need, regular review and collaborative discussions with parents/carers, pupils, and relevant professionals. The impact of the provision is closely monitored through the Assess, Plan, Do, Review process to ensure that support remains effective, proportionate, and focused on improving outcomes. Our aim is to provide pupils with the skills, confidence, and strategies they need to successfully participate in mainstream learning and wider school life, promoting inclusion, independence, and positive long-term outcomes.

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.

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.

Our Designated Safeguarding Lead is Mr Rob Campbell (Headteacher). Our Deputy Designated Safeguarding Leads are Mr David Fenn (Deputy Head) and Mrs Julie Swinbank (Early Years Lead). The Governor with responsibility for safeguarding in our school is Nicola Hebb and the Co-Link Governor for Safeguarding is Jan Linsley (Chair of Governors).

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

Staff expertise, training and deployment

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, ADHD, Social, Emotional and Mental Health difficulties as well as more specific training based on supporting children's individual needs, including medical and physical. All teaching staff and teaching assistants meet, at the very least, termly to update their SEND 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'.

Our SENDCo is a qualified teacher and has the National Qualification for Special Educational Needs Co-ordination, as well as, a Psychology Master's Degree (MSc).

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. At Richmond Methodist School, we use teaching assistants flexibly across the school, to provide effective and timely support where it is needed. 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.

Support from other agencies

Our school works closely with a range of external professionals and agencies to ensure that children and young people with SEND receive the most appropriate support. Referrals to external services may be made when assessment information, progress data, school observations, or discussions with parents/carers indicate that additional specialist advice or intervention is required. Prior to any referral being made, the SENDCo will discuss the proposed involvement with parents/carers and obtain their consent, ensuring they are fully informed about the purpose of the referral and the outcomes sought.

Following involvement from external professionals, recommendations are shared with relevant staff and incorporated into Individual Learning Plans, classroom practice, and intervention programmes as appropriate. The SENDCo monitors the implementation and impact of these recommendations through the Assess, Plan, Do, Review cycle, working in partnership with parents/carers, staff, and external agencies to ensure support remains effective and responsive to the child or young person's needs.

Below is a list of the services that the school most regularly work with:

- Educational Psychologist
- SEND Hubs
- Speech and Language Therapist
- Occupational Therapy
- Our local authority SEND advisor
- Social Services
- Prevention team
- Early Help
- Healthy Child Team
- Compass Phoenix
- Young Carers

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 SEND 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 IPM 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 Tuesday, Wednesday, Thursday and Friday via

01748 822794 or e-mailed at any time on lcoates@richmondmethodist.n-yorks.sch.uk.

In the absence of the school SENDCo, the Headteacher and/or Deputy headteacher can be contacted regarding any concerns raised by staff, parents or children. This information will be shared with the SENDCo later, using appropriate communication channels.

Accessibility

We are committed to ensuring that all children and young people, including those with SEND and disabilities, can access and participate fully in all aspects of school life. Our school promotes an inclusive environment where reasonable adjustments are made to remove barriers to learning and participation. We regularly review our provision and make improvements in line with our Accessibility Plan and Equality Objectives. 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.

To support accessibility, we may provide:

- Adaptations to the physical environment to improve access to classrooms, learning spaces and school facilities.
- Flexible classroom layouts and seating arrangements to meet individual needs.
- Specialist equipment and resources, such as adapted furniture, writing aids, coloured overlays, visual timetables and assistive technology where appropriate.
- Adapted teaching approaches and learning materials to ensure the curriculum is accessible to all pupils.
- Alternative methods of recording and presenting work, including the use of technology to support learning.
- Information in accessible formats where required, including visual supports, simplified language and enlarged print.
- Individual risk assessments and support plans to enable pupils with SEND to participate safely in educational visits, enrichment activities, and extra-curricular opportunities.
- Access arrangements for assessments and examinations in accordance with current regulations and identified need.

We work closely with parents/carers, pupils, the Local Authority, and external professionals to identify and remove barriers to learning and participation. Through regular review of our facilities, resources, and practices, we strive to

ensure that all pupils are able to achieve their potential, develop independence and feel valued as members of our school community. Further information can be found in our Accessibility Plan, Equality Information and Objectives Statement, and SEND Policy, all of which are available on the school website.

Transition Arrangements and Preparing for Adulthood

We know that September can be a daunting time for all families and even more so when they have a child with SEND. We have several strategies that we employ to ease 'new class jitters':

- 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 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.
- Staff attend staff meetings specifically about transition to ensure that information is shared between the appropriate staff.
- 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.

At our school, we recognise that preparing children and young people for adulthood begins from the earliest years and is an integral part of our curriculum and wider school experience. We aim to develop pupils' independence, resilience, self-confidence, communication skills, and ability to make informed choices about their lives and learning. Opportunities are provided throughout the school day for pupils to develop problem-solving skills, decision-making, self-advocacy and personal responsibility, helping them to become confident and successful learners.

We actively encourage pupils to express their views, contribute to decisions about their learning and develop an understanding of their own strengths, needs, and aspirations. Through our graduated approach and person-

centred planning, pupils are supported to set meaningful goals and take an active role in reviewing their progress.

As pupils move towards secondary education, we work closely with receiving schools to ensure that information is shared effectively and that appropriate support is in place from the outset. Where relevant, transition arrangements are discussed as part of SEND review meetings and Education, Health, and Care Plan reviews. 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. Therefore, we are able to send the children to secondary school feeling confident that they will make a positive start.

Our aim is to ensure that every pupil develops the skills, confidence and resilience needed for the next stage of their education and their future life beyond school.

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. All children entering Reception, are offered a home visit (door-step hello) from their new class teacher.

A similar package of transition can be organised for children transferring from another school.

SEND Strategy and Use of Inclusive Mainstream Funding (IMF)

Richmond Methodist Primary and Nursery school is committed to delivering an inclusive education in which all pupils, including those with SEND, can thrive, achieve, and participate fully in school life. To support this commitment, we publish our SEND Strategy on the school website, outlining our approach to identifying need, removing barriers to learning and ensuring high-quality provision for all learners. The school utilises Inclusive Mainstream Funding (IMF) to enhance the support available for all pupils, including those with identified SEND needs. This funding may be used to provide additional staffing, specialist interventions, targeted resources, bespoke provision, training for staff and adaptations to the learning environment. The deployment of IMF is carefully planned and regularly reviewed to ensure that provision is responsive to pupil need and delivers positive outcomes. The

impact of funded provision is monitored through the school's Assess, Plan, Do, Review process, with pupil progress, wellbeing and inclusion remaining at the centre of all decision-making. Parents and carers are involved throughout the process and are kept informed about the support their child receives and the outcomes being achieved.

Evaluating the Effectiveness of Provision for Children/Young Person with SEND

To evaluate the effectiveness of the provision for children and young people with special educational needs (SEND), we use a range of qualitative and quantitative methods, including progress tracking data, individual provision maps, and intervention reviews. Regular reports are created to monitor outcomes, focusing on academic progress, social development, and emotional well-being. These reports also include input from class teachers, SEND support staff, and external specialists where relevant. Crucially, the views of the children and young people themselves are actively sought through pupil voice activities, and we also gather regular feedback from parents and carers through meetings, surveys, and reviews. The outcomes and evaluation reports are presented to senior leadership and the governing body, where they are closely scrutinised to ensure accountability and continuous improvement. Insights from these evaluations inform future planning and help tailor support to meet the evolving needs of each learner.

Governance and Monitoring of SEND Provision

The Governing Body has a strategic responsibility for ensuring that the school meets its duties under the SEND Code of Practice and that effective provision is in place for pupils with SEND. The named SEND Governor works closely with the SENDCo and Headteacher to monitor the quality and effectiveness of SEND provision across the school. This includes reviewing SEND data, evaluating pupil outcomes, considering the impact of interventions, monitoring the implementation of policies, and ensuring that resources are used effectively to support pupils' needs.

Regular reports on SEND provision, pupil progress, attendance, inclusion, and statutory responsibilities are provided to governors throughout the academic year. These reports enable governors to challenge and support leaders in driving continuous improvement and ensuring accountability. SEND provision is reviewed formally at least annually through the review of the SEND Policy and SEN Information Report, although governors receive SEND updates and monitoring information more frequently through committee meetings and governing body reports. Through this cycle of monitoring, review and challenge, governors help to ensure that pupils with SEND are able to access high-quality provision and achieve the best possible outcomes.

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.

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>

Local, regional and national groups and networks related to SEND

For more information about specific SEND support groups see:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer/send-information-parents-and-carers/send-groups-parents-guide>

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: Mr Rob Campbell

Inclusion Manager: Mrs Lucy Coates

SEN Governor: Awaiting appointment (until appointment, our chair of governors will maintain oversight – Kathleen Bradley.

Contact details:

Telephone – 01748822794

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