

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



Doing all the good we can

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>

Richmond Methodist SEND aims and values

- **R**eady: 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.
- **M**utually 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.
- **S**afe: 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 partially sighted students having special equipment to enlarge all written material in the classroom and on the Electric White Board. Differentiated activities are planned into lessons so that every child can fully engage and take part in class. Differentiation can take the form of presenting and recording work in different ways, support from a Teaching assistant, specialised resources or work set with differing challenges and/or outcomes.

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

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.

Recording Provision

Children who have been identified as needing additional and different support will have their personal targets, in class targeted support and/or interventions they receive recorded on a Personal Provision Map (PPM). 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.

Some children will have a Pupil Profile. This is a one page document that lists a child's strengths, difficulties and good strategies that can be used to support that individual in and out of the classroom. This is available for all staff, including MSAs, to see and use so that all adults in school know how to support that child effectively. The Pupil Profile is reviewed at least annually and more often if necessary. We consider it very important that these documents are written in consultation with the children themselves as well as their parents/carers because we are committed to working as a team for the child.

Some children with a high level of need will need an Educational Health Care Plan or a Health Care Plan (for medical needs only) which may include risk assessments.

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. 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.

Extra Adult Support

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

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 plan, do, assess and review 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

- 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.

On-going communication with parents and Key Contacts

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

Besides regular parents' evenings, we have an additional termly meeting for our SEND children and their families. We value time spent discussing parents' wishes and aspirations for their child and we seek ways to support them in achieving these. We evaluate the success of their child's PPM so that parents have clear information about the impact of interventions 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. For any concerns regarding SEND, parents are welcome to contact the school's Inclusion Manager, Mrs Lucy Coates. She is available before or after school from Tuesday to Friday or during the day on a Tuesday on 01748 822794. Mrs Coates can be e-mailed at any time on lcoates@richmondmethodist.n-yorks.sch.uk.

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

Special Educational Needs and Disabilities Information, Advice and Support Service

The SENDIASS Co-ordinator for our area is Jane Clark. She is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Her advice is impartial; and we have found that parents find Mrs Clark's support extremely helpful. She can be contacted by phone on: 01609 536198 or 07730 818129 by email:

Jane.Clark@northyorks.gov.uk

For more information about SENDIASS see:

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

NYPACT

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

For more information about NYPACT see:

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

Dyslexia Network Plus

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

For more information about Dyslexia Network Plus see:

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

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. Two weeks after an EHCAR submittal, a meeting with parents, school and other professionals will be arranged to consider the child's needs and the impact of current support

provided in school and a decision is made as to whether it is appropriate for an Educational Psychologist to assess the child's needs.

Following the feedback from the Educational Psychologist, it is then decided whether the child requires the support of an Education, Health and Care Plan. Once a plan is in place, it will be reviewed annually. 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.

Mrs Clark is available to support parents through the EHCAR process and other subsequent meetings

Accessibility

In our commitment to be an Inclusive School, we have ensured that all the building is accessible. We have a lift between floors, platform lift to the Hall, disabled toilet and fully equipped hygiene room. In addition there are ramps to classrooms and steps are highlighted with florescent strips or paint. Please refer to our Accessibility Plan, which can be found on our website, for further details.

Transition

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

- The new teacher will make a special effort to get to know the child through June and July. A meeting will be held with the current class teacher, future class teacher, parents and where necessary, the TA so that important information can be shared before the child's transition to their next class.
- Photographs 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, teachers and children can create a profile on one easy to read sheet that can be handed to new adults which details the child's strengths, interests and needs.

We do a very similar transition to secondary school. We invite representatives from the school to visit us as soon as possible once the child's place is confirmed. 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.

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.

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 Kathleen Bradley

Contact details:

Telephone – 01748822794

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