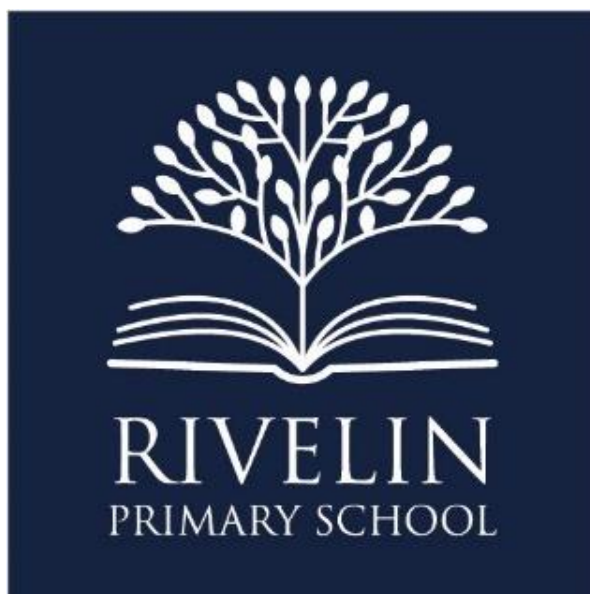


Special Educational Needs (SEN) Information Report



Approved by:

Date:

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Contents

What types of SEN does the school provide for?	1
Which staff will support my child and what training have they had?.....	1-2
What should I do if I think my child has SEN?	2
How will the school know if my child needs SEN support?.....	3
How will the school measure my child's progress?	3-4
How will I be involved in decisions made about their education?	4
How will the school adapt its teaching for my child?	4-6
How will the school evaluate whether the support in place is helping my child?.....	6
How will the school resources be secured for my child?	6-7
How will the school make sure my child is included in activities alongside pupils who don't have SEND?	7
How does the school make sure the admissions process is fair for pupils with SEN or a disability?.....	7
How does the school support pupils with disabilities?	7-8
How will the school support my child's mental health and emotional and social development?	8
What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	8-9
What support is in place for looked-after and previously looked-after children with SEN?	9
What should I do if I have a complaint about my child's SEN support?	9-10
What support is available for me and my family?	10
Glossary	10-11

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. If you want to know more about our arrangements for SEND, please read our SEND policy which you can find on our website www.rivelinprimary.co.uk.

What type of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	
Communication and Interaction	Speech and language difficulties
	Social communication difficulties including Autism spectrum disorder
Cognition and Learning	General learning difficulties
	Moderate learning difficulties
	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments (HI)
	Visual impairments (VI)
	Multi-sensory impairment
	Physical impairment
	Medical needs

Which staff will support my child and what training have they had?

At Rivelin Primary School all staff take an active role in supporting children with special educational needs and disabilities. Our teaching and support staff are dedicated to ensuring the inclusion of children with SEN in our wider school life. All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils with SEN.

We have a team of nine teaching assistants who support the wider teaching and learning of our pupils, as well as delivering interventions. In addition, we have three SEN support staff in school; Miss Melia, Mrs Eades and Mrs Stevenson who work specifically with children with SEND. All our teaching assistants have been trained to deliver lego therapy and sensory circuits.

Our special educational needs co-ordinator (SENCO)

Our SENCO is Mrs Kate Grayson. Mrs Grayson is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination. Mrs Grayson also teaches in nursery 2.5 days a week.

External agencies and experts

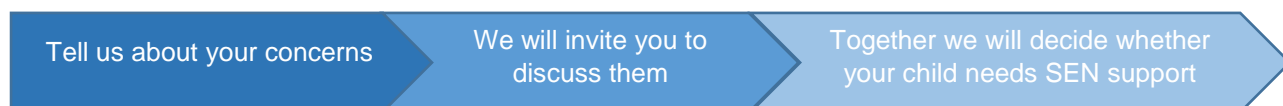
Sometimes we feel our pupils will benefit from working with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (SALT)
- Educational psychologists (EP)
- Occupational therapists (OT)
- Physiotherapists
- Sheffield autism team
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Multi agency support team (MAST)
- Education welfare officers (EWO)
- Social services and other LA-provided support services

What should I do if I think my child has SEN?

If you have any concerns about your child, we invite you to talk to your child's class teacher in the first instance to outline your concerns. This information will be shared with the SENCO so that we can undertake assessments within school to gain a holistic picture of the area of need.

We will arrange to meet with you to discuss your concerns and together we will agree on suitable next steps for your child.



<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>Your class teacher will be available at the end of every school day or you can telephone the school office on 0114 2341304 or email enquiries@rivelin.sheffield.sch.uk</p> <p>They will pass the message on to our SENCO, Mrs Grayson who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly by telephoning the school office on 0114 2341304 or via email senco@rivelin.sheffield.sch.uk.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what has been discussed</p>	<p>If, together, we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.</p>
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How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and use their assessments to inform them on any pupils who are not making expected progress. If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Once this gap has been filled, most pupils without SEN should be able to make progress quickly.

If the pupil is still struggling to make expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

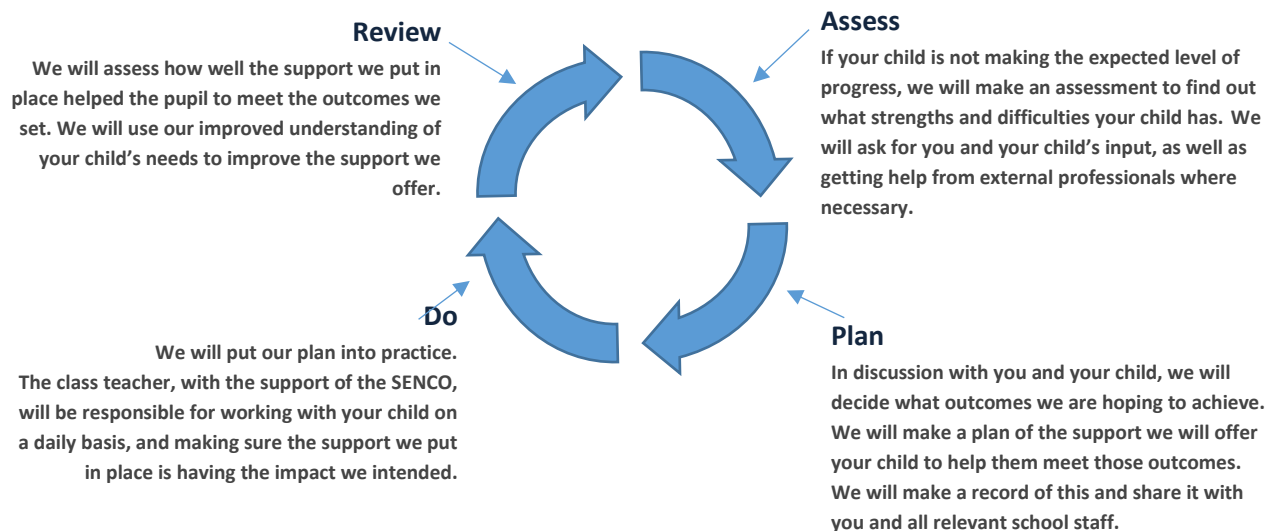
The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will also discuss their findings with the class teacher/s to find out whether there have been any problems with or changes in their progress and development. They will also compare your child's progress and development with their peers and national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, educational psychologist or a paediatrician.

Based on this information, a decision will be made about whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEN register and the SENCO will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

At Rivelin Primary School, we follow the 'graduated approach' to meeting your child's SEN needs. The 'graduated approach' is a 4-part cycle of **assess, plan, do, review**.



As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

Your child's teacher will meet you twice a year during parents evening and we will provide an annual report on your child's progress.

In addition to this, the class teacher and SENCO will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you are the expert when developing an understanding of your child's strengths, needs and aspirations so we want to make sure you have a full understanding of how we are trying to meet your child's needs.

We also want to hear your views so that we can build a better picture of how the SEN support we are providing is benefitting your child.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's teacher or the SENCO via the school office 0114 2341304 or email enquiries@rivelin.sheffield.sch.uk.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and their ability to share their opinions.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a pupil voice to share their views
- Discuss their views with a member of staff who can act as a representative during the meeting
- Observation by a member of staff or external professional

How will the school adapt its teaching for my child?

Your child's teacher is responsible for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum.

We will differentiate how we teach to suit the way the pupil works best. These adaptations are made based on your child's strengths and needs so that they are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Intervention work which may be delivered by a class teacher or TA

We may also provide the following interventions:

- Speech and language interventions
- Attention autism
- Lego Therapy
- Mighty Minds
- Circle of Friends
- Healthy Minds
- Phonics
- Maths
- Literacy
- Guided Reading
- Handwriting/fine motor

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Attention autism Autism team advice SCERTS framework Sensory room
	Speech and language difficulties	Speech and language therapy SCERTS framework
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Learning support assessments Coloured overlays Assistive technology Pre-teach/overlearning Intervention
	General/moderate learning difficulties	Pre teach Intervention Repetition/ overlearning

Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Sensory room
	Adverse childhood experiences and/or mental health issues	Sensory room Lego therapy Mighty Minds Healthy Minds
Sensory and/or physical	Hearing impairment	Seating near to teacher Support with hearing impairment equipment Support from teacher of the deaf
	Visual impairment	Limiting classroom displays Seating near to whiteboard Large font Support from teacher for the visually impaired
	Multi-sensory impairment	Access arrangements Assistive technology Support from specialist teachers
	Physical impairment	Access to lift in KS2 building Ramp access into school Extra space to manoeuvre and store accessibility equipment
	Medical needs	As appropriate to specific needs

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil voice
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

Our core offer ensures that all children have access to high-quality teaching in the first instance. However, it may be that your child's needs mean we need to secure additional resources in order to support their needs. These may include:

- Additional equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendation on what will help your child access their learning.

All schools in Sheffield will cover up to £6000 of any necessary costs. We also receive a lump sum to cover children with the highest level of needs. In very rare cases, where funding is needed beyond this, we will seek it from our Local Authority.

How will the school make sure my child is include in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Within school, class teachers use a range of methods to ensure that all pupils are given appropriate learning tasks. We have a number of areas within school where pupils can work 1:1 or in a small group with an adult. This includes our sensory room which is located next to our nursery class but is available for all pupils within school. The curriculum is designed to be engaging and appealing to all pupils and we follow the National Curriculum and EYFS framework to ensure that we are meeting the statutory regulations.

In addition to this, all pupils are encouraged to go on our school trips, including our residential trips for pupils in Y5 and Y6 and all pupils are encouraged to take part in sports day, school plays and school workshops. Where necessary, risk assessments will be completed for children with specific needs and this information will be shared with external staff to ensure our pupils can participate safely in external activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All families wishing to apply for a place at Rivelin Primary school, must do so through the usual admissions process at Sheffield LEA, unless your child has an EHC Plan. More information can be found on the Sheffield LEA website at <https://www.sheffield.gov.uk/schools-childcare/apply-school-place>.

- All pupils with SEND will be treated fairly and equally when school places are allocated
- All prospective pupils whose EHC plan names Rivelin Primary School will be admitted before any other places are allocated
- Admissions in case of oversubscription are priorities using a set of categories which include living within the school catchment and having siblings at the school. Medical, social or special educational needs are not a priority category but they can be used as a tiebreaker in a priority category if needed. No pupil will be discriminated against due to any SEND needs they may have.

How does the school support pupils with disabilities?

- Termly meetings are held between parents, teachers and the SENCO in order to review progress and set aspirational outcomes
- All pupils with SEND are encouraged to participate in all areas of the curriculum and wider school life

- › Where necessary, adaptations will be made to ensure all pupils can participate fully
- › Staff will ensure that the curriculum is suitably differentiated in order to meet the needs of all pupils
- › The school will ensure that pupils have access to the appropriate resources in order to support their learning
- › All pupils will be treated fairly and equally and we are committed to ensuring that no one is discriminated against due to any SEND needs they may have. Our equality policy further outlines any additional measures we take to ensure equality within our school
- › Where SEND is present, school will ensure that reasonable adjustments are made to ensure that disabled pupils can access the school. This may take the form of providing auxiliary aids and services
- › Further information can be found on our school's accessibility plan, which is available on the school website.

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Mrs Tracey Naylor is the designated safeguarding lead in school. Mrs Naylor is also trained in trauma informed schools. Mrs Wright is the deputy safeguarding lead
- › We are a healthy minds school and our Healthy Minds Champion visits the school one day a week to work with our healthy minds champions and pupils who need additional support
- › We use zones of regulation to aid pupils in developing their emotional literacy and regulation
- › We run a lunchtime nurture club for pupils who need extra support with social or emotional development
- › We contact agencies such as MAST who can support children or families with their emotional needs
- › We have a 'zero tolerance' approach to bullying. Please see the anti-bullying policy for further information. This is available on our school website.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- › Arrange stay and play sessions for new pupils in FS1 or FS2. These will be arranged prior to starting
- › Schedule transition sessions with their new class teacher towards the end of the summer term
- › Where appropriate, transition books are sent home so that the pupils can familiarise themselves with their teacher, teaching assistant and classroom
- › All information is shared with the new class teacher

Between schools

If your child is moving to another school, we will contact the new school to share relevant information and documentation.

Between phases

Where possible, the SENCO of the secondary school will come into our school for a meeting with our SENCO. We will discuss the needs of all the children who are receiving SEN support.

Pupils will prepare for transition by:

- Visiting the secondary school for transition days
- Additional visits may be arranged for pupils who need them
- The Y6 class teachers will deliver sessions aimed at discussing transition concerns so that we can effectively support those who have additional needs or concerns

Preparation for adulthood

In Sheffield, we use the Preparation for adulthood document which outlines the relevant skills our pupil's should develop according to their age. These skills cover four areas: Education/employment, independent living, community inclusion and health. We will discuss progress, strengths and needs in relation to these during termly SEN reviews. These conversations will help us to plan for provision to support children in these areas from an early age.

What support is in place for looked-after and previously looked-after children with SEN?

Mrs Tracey Naylor will work with Mrs Kate Grayson, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint to the SENCO or Headteacher.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, you can visit Sheffield City Council's local offer. Sheffield City Council publishes information about the local offer on their website:

<https://www.sheffielddirectory.org.uk/localoffer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

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

Local charities that offer information and support to families of children with SEND are:

Supporting families with autistic children <https://sparklesheffield.co.uk/>

Sheffield Parent Carer Forum <https://sheffieldparentcarerforum.org.uk/information/support-organisations/>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- > **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages