



Riversdale Primary School

Special Educational Needs and Disability (SEND) Information Report

As a school we work within the Wandsworth guidance on Provision for children with SEND in mainstream schools which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our Equality and Accessibility policies.

Inclusion Statement

At Riversdale, we believe that every child deserves the best possible education. Adults and children work together and create an environment in which all pupils, regardless of their particular needs, can flourish and achieve their true potential, both academically and socially. This is achieved through

- Working closely with parents, carers and families.
- Quality first teaching delivered to meet children's different learning styles.
- The support of well- trained Teaching Assistants.
- Provision to support children within the different categories of need – Cognition and Learning difficulties, Communication and Interaction difficulties, Social, Mental and Health problems and Sensory or Physical needs.

Riversdale SENCo:

At Riversdale Primary School, our Special Educational Needs Coordinator (SENCO) is Lucy Shock.

They can be contacted on 020-8874-6904 or email info@riversdale.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

- Arrange a meeting with the class teacher to talk about your concerns.
- Together decide on a plan of action and set a review date with the SENCO if necessary.
- If there are still concerns, discuss the involvement of other external agencies e.g. Speech and Language Therapist, Paediatrician, Educational Psychologist.
- If at any point you are still concerned or worried, contact Lucy Shock, SENCO.

How does the school decide whether a child has special education needs and what extra help they need?

- If a child starts at Riversdale with already identified SEND, we will work with parents and past schools, nurseries and professionals to put a programme, provision and targets onto a provision map in place to meet the needs of your child.
- At Riversdale, we review children's progress every term (i.e. 3 times a year). This is called a Pupil Progress Meeting and includes the Head Teacher, Deputy Head, Class Teacher and SENCO. Academic Progress is reviewed and new provisions/focus groups put in place. This however is also a platform for raising concerns in other areas e.g. social and emotional wellbeing, problems with movement /handwriting etc.
- It is of course possible for you and/or the class teacher to raise concerns about progress/other difficulties in school outside of the times mentioned above. If this is the case, meetings will be arranged.

How will I know how my child is doing and how will you help me to support my child's learning?

- Parents meetings termly are organised where your class teacher will discuss your child's provision map with you.
- Teachers' written reports are completed at the end of the academic year.

- If your child is on the Special Needs Register, their targets will always be reviewed termly, ideally with you.
- If your child has an Education and Health Care Plan (EHCP) which replaces the old Statement of Special Educational Needs, this will be updated every year at an Annual Review.
- If your child has other professionals involved, e.g. Speech and Language therapist, they may provide separate targets and reports for your child.
- If there is a need for a more holistic approach with the advice and input of other agencies, a Team around the Child Meeting (TAC) may be called.
- If you need support with how to help at home, or if you are ever unsure, please do ask. Your child makes the best progress and thrives when staff and parents work together and we do have an open door policy – but please make an appointment with the Class Teacher or SENCO first or drop us an email on info@riversdale.wandsworth.sch.uk.

How will my child be involved and consulted?

- All children at Riversdale are aware of their targets and have a direct input into their learning. The marking policy also includes self- assessment where teachers write questions and challenges for children to answer and move their learning forward.
- Children and teachers review the targets together.
- If your child has targets as part of their termly Provision Map i.e. they are on the Special Needs Register, they will be involved in reviewing and setting new targets, wherever possible. The child's voice is very important in this process. They're targets are displayed in the classroom and it would be really helpful if you could help display them at home too please and discuss them with your child.

How do you assess and review my child's progress?

- Children's work is marked by their teachers, they are frequently praise them on what went well in their work and how to improve it. This encourages children to be reflective and learn how to improve their own work and make progress. The children will make their improvements in purple pen.
- Children are assessed every term. A Pupil Progress Meeting is held with the Head Teacher, Deputy Head, Class Teacher and SENCO. Children's progress is tracked and if necessary, interventions are put in place. This could be teacher focused groups or out of class interventions, either in small groups, pairs or 1:1.
- Books are moderated termly to ensure consistency in marking and levelling.
- Children who are being monitored or on our SEND register, then their targets are reviewed termly following the assess, plan, do, review system.
- EHCPs (which replaced Statements) are reviewed yearly.

How is teaching and the curriculum adapted to my child's needs?

- It is every teacher's responsibility to deliver Quality First Teaching which is differentiated, provides challenge and support and adapts resources as necessary to meet the needs and different learning styles of all children.
- Some children may still need extra support so this is provided through interventions such as extra reading, Speech and Language Therapy targets, paired work to fill gaps in knowledge/misconceptions.
- We have a large group of support staff. They are deployed according to their expertise and the needs of the children as identified at the Pupil Progress Meetings.
- Flexible groupings – some sessions are taught in ability groups; some are mixed groupings. Children work in pairs to support and challenge each other. Sometimes year groups are mixed with older children helping younger and adults support different groups dependent on need.
- Multi-sensory methods of teaching are used to accommodate all learning styles – visual, auditory and kinaesthetic (hands on). Many lessons are practical and involve movement so children are not just sitting at their tables writing.

- Staff continue with their professional development and have training in many different areas of SEND. They liaise with outside specialist agencies to gain their expertise in different needs and approaches to learning. These professionals may also offer advice in specialist equipment and resources for different needs.

How we support children with their literacy and numeracy development:

- Children's progress is reviewed termly.
- Teachers and support staff target different groups in numeracy and literacy as identified in Pupil Progress Meetings.
- Interventions are put in place termly, or when deemed necessary. (See Appendix 1 in SEND Policy)
- Some children may have a different programme set out for them planned by the Class Teacher/SENCO and Teaching Assistant.

How we support children with Speech, Language and Communication needs:

- The Speech and Language Therapist sets targets which are carried out by Ekklan trained Teaching Assistants.
- Staff members have been trained and run Speech and Language groups.
- When necessary, the Speech and Language Therapy Service deliver small group sessions in school as well as training staff with current and relevant sessions.

How we support children with their handwriting and fine motor skills:

- In the Early Years, this is part of individualised learning, i.e. if a difficulty is detected, the staff will set up an activity based on the interests of your child to encourage him/her to practise.
- Handwriting sessions – use of handwriting programmes as recommended by the Occupational Therapist.

What support is there for my child's emotional well-being?

- We have a skilful and approachable staff. Children are aware that they can talk to whoever they feel most comfortable with – this may not necessarily be the class teacher.
- We currently employ a Learning Mentor, who has a lot of experience and current Mental Health training.
- We also use play therapists, social skills groups, CAMHS, and emotional regulations group.
- We also have interventions in school that help children with friendship groups, self-confidence and mentoring.

How do you promote positive behaviour?

- Our Core Values promote self-discipline and awareness. Adults act as positive role models at all times and children are very well behaved.
- We are a 'Rights Respecting' School
- We have a full time Learning Mentor who aims to support children with any behavioural issues.
- The Behaviour and Learning Support Service is nearby and they offer their expertise should children need extra support. This is through a referral system.

What training and specialist skills do the staff supporting children with SEND have or are having?

- All staff have continuing professional development with ongoing support and advice from specialist agencies.

- All Teaching Assistants working with children on specific areas e.g. Speech and Language therapy are trained by the associated therapists.
- Support staff undergo high quality continuing Professional Development (CPD).
- Staff receive training from Outside Agencies e.g. from the Educational Psychology Service, Garratt Park Autism Advisory Service etc.

How do you make the school environment and curriculum accessible for all children?

- All children will join in with physical activity with adaptations made as and if necessary
- Environmental adaptations for learners with Autistic Spectrum Disorder (ASD)/sensory needs are used when needed e.g. a quiet area, a lap weight, visual timetables. There is also an ASD and Social Communication Base here at Riversdale which has resources we can access.
- General equipment used/bought in where needed e.g. reading rulers, move 'n' sit cushions, sloping writing tables.
- ICT equipment and software is bought to meet the needs of different learners and ICT is used as a preferred method of recording where appropriate.
- Exam access arrangements are made as appropriate.
- We use Soundfield systems where appropriate.
- We use contrasting colours on our walls, carpets and desks to aid visually impaired learners.

How will my child be included in activities outside of the classroom?

- We run a breakfast club and a variety of after school clubs such as Mindfulness and a Nurture Club. Adaptations will be made as and if appropriate.
- School trips are accessible to all with the necessary risk assessments made beforehand to ensure all children remain safe.

How will the school prepare my child to join the school or transfer to a new school?

- If your child is joining our school, we will liaise with their previous nursery/school to ensure a smooth transition. This often involves visiting your child in their nursery/school and offering them a visit at Riversdale before they start full time.
- If your child is moving to another school or is in year 6 we will speak with their new school and prepare a transition pack to ensure their likes/dislikes and needs are met in their new school
- When moving classes in school, teachers liaise with each other and with you as a parent, again to ensure a smooth transition for everybody.
- If your child has ASD and you are enrolled with Garratt Park then they will provide a transition package for your child.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

- Speech and Language Therapy, Occupational Therapy, Physiotherapy
- Educational Psychology
- Paediatrician
- Attention Deficit Hyperactive Disorder (ADHD) Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour and Learning Support Service (BLSS)
- Sensory and Physical Disability (PD) outreach services/Hearing Impaired outreach service
- Garratt Park Autism Advisory Service
- Play therapy
- There are other therapies available as well in the Local Authority which can be found on the Local Offer if they are needed <https://thrive.wandsworth.gov.uk/>

- Parents can meet with the services at our school if easier. If a team meeting is more appropriate then we will organise a Team Around the Child (TAC) meetings.

What will you do if my child has medical needs?

- We will meet with you first to discuss your child's medical needs and any training implications.
- We will meet with you and the school nurse to put a Medical Care Plan in place
- We will ensure that the necessary staff are aware of the medical needs and that they know what to do in an emergency.
- We will make sure that we have all the necessary equipment and liaise with your child's health team for necessary training, you may need to contact them first.

What should I do if I am unhappy with my child's support or progress?

- Arrange to meet with the Class Teacher/SENCO
- If you are still unhappy, discuss the issue with the Head Teacher
- The Chair of Governors is the next person to be informed in writing
- If your complaint is still unresolved, you need to contact the Local Authority - see below: http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint - maintained schools.

Where can I go for further advice and support?

- The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) W.I.A.S.S. provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.

More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <https://thrive.wandsworth.gov.uk/> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899 or email them on thriveonline@wandsworth.gov.uk.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email: info@riversdale.wandsworth.sch.uk and please address it to the SENCO.