



Riccall Primary School

To be the best that we can be



Riccall Community Primary School

SEND Information Report

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Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose to enrol at Riccall Community Primary School.

What kinds of SEND do we provide for in our school?

We welcome all children here at Riccall, including those with SEND. We aim to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. Our school is accessible to everyone via a number of different entrances that have wheelchair access into the building. We ensure that equipment used is accessible to all children, regardless of their needs. After school provision and other extracurricular activities are also accessible to all children, here at Riccall Community Primary School.

What is the SENCO's name and how can I contact them?



Hello,

My name is Mrs Kelly Zacharenko and I am the SENCo at Riccall Community Primary School. I am only a phone call or email away if you have any questions about the provision we provide here at Riccall. My email address is sen@riccall.n-yorks.sch.uk

What policies do we have for identifying children and young people with SEND? How do we assess their needs?

Class teachers closely monitor the progress of all children at all times and this is discussed at regular pupil progress meetings with the Headteacher and SENCo. In addition, the class teachers carefully monitor all pupils' wider developmental and social needs. Your child's teacher will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the teacher will discuss this with the SENCo and they will be added to a 'monitoring list' to ensure they are receiving the correct provision to meet their needs. Any pupil not making expected progress will be identified and supported in the classroom by the class teacher and the teaching assistants. The SENCo will regularly discuss children with the class teachers to ensure they have the appropriate support and resources they need to ensure progress is made. We will ensure that we fully involve you as a parent/carer in any adaptations or changes to provision in the classroom. Here at Riccall, we have various tools to assess gaps in learning with the view of identifying specific needs and areas for development. If your

child/ren take part in any assessments, you will be fully informed prior to this and you will also be involved every step of the way. If you have any concerns about your child/ren that have not been identified in school, please do not hesitate to contact your class teacher to discuss them. We are always happy to help.

What happens next?

School may feel that your child has additional needs. which means they have been identified by the class teacher as needing some extra support in school (booster/catch up groups/ interventions).

For your child, this means:

- In discussion with you, a plan may be put in place called an SEN Support Plan which details your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term.
- From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to submit an **ECHAR** (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need.
- School is not the only organisation who can request an ECHAR, parents can also make a request to the local education authority.
- Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan)
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

Further information can be found in our Policy for Special Educational Needs and Disabilities. To access this, click on the link below:

What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?

Here at Riccall C.P. School, we have an 'open door' policy, and we endeavour to provide the best possible education for your child/ren. Parents are always encouraged to speak to their class teacher if they have any concerns. The class teachers will be able to discuss the support/ provision your child is receiving in class, including any SEN Support Plans or interventions they are taking part in. If you have any concerns, these conversations are extremely valuable as it allows the teachers and SENCo to provide support to your child as early as possible. As a parent/carer, nobody knows your child better than you! Regular contact between parents and school is important for children with SEND. All parents can discuss their child's progress and targets during Parent Teacher Interviews (PTIs), and at any SEN Support plan or EHCP meeting.

For some children, regular communication takes place daily with a home/school book or contact with the class teacher before or after school. We also have other communication platforms such as Tapestry (F1 and F2), and Seesaw (KS1 and KS2).

What are the arrangements at Riccall C.P. School to consult our young people with SEND and how do we involve them in their education?

Riccall C.P. School have a range of groups such as Student Council, Charity Champions and Eco- Council. The children discuss matters that are raised by both the parents and the children here at school.

The views of the children are of great importance and we collect their ideas and opinions in a number of different ways. These include:

- Questionnaires for children to complete regarding a range of topics
- Questionnaires to gain views prior to a SEND review

- Regular verbal discussion and consultation with our children
- Suggestion boxes in school
- Quad Squad

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Your child's progress is continually monitored by his/her class teacher during lessons times and via 'hot marking' in the classroom.
- His/her progress is reviewed formally every term and a formal assessment given in reading, writing and maths. In F1 and F2, these assessments will be carried out via observations and through independent learning in the provision areas in the classroom environment.
- If your child is in the final term of Year 1 and above, but is not yet at age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are updated more regularly once specific objectives have been achieved. They are dated to show progress throughout each term.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. The SENCO will ensure that reasonable adjustments are made to enable your child to access these tests
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. This includes interventions introduced in school and by outside agencies.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

At Riccall C.P. School, the staff will ensure that the curriculum is tailored to suit the needs of every child in order to ensure progress is made. Interventions are delivered by highly skilled teaching assistants or teachers using our MITA (Maximising the Impact of Teaching Assistants) Approach. These interventions are carefully monitored to help track and accelerate progress.

All interventions are recorded on our Whole School Provision Map, which outlines provision available in school for children on the SEN register with needs in the following areas:

- Cognition and learning needs
- Communication and interaction need
- Social, mental and emotional health

What sort of expertise for supporting children and young people with SEND do we currently have in school?

SEND is a high priority here at Riccall for the teaching staff and the school's governors. The provision offered here is co-ordinated by our SENCO and all staff are made aware when updates are made to any SEND related matter. We have developed a whole school provision map to outline what SEND looks like in the school, and to ensure that staff are trained in order to be able to adhere to expectations. Staff access training courses run by outside agencies which are relevant to the needs of the children in their class. These courses have involved things such as Makaton, manual handling, and how to use specialist equipment where appropriate.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision.
- Discussions with the children and the parents.
- Discussions with the teaching staff.
- Tracking progress through SEN Support Plans

The governing body evaluate the work of the school by:

- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

Who is the School Governor for SEND?

Our School governor for SEND is Mrs Sue Sandle



Mrs Sandle is very passionate about the school and is a regular visitor. She loves to come into school as much as possible to volunteer with reading. Mrs Sandle has prior experience of the SENCo role and is always happy to answer any questions you may have.

How are children and young people with SEND enabled to engage in activities available with children in the school who do not have SEND?

As a school, we are committed to ensuring we provide an inclusive setting. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that all pupils are equipped to meet the challenges of education, work and to achieve positive outcomes in life.

The school runs many clubs and activities to which all children are encouraged to participate. The school makes reasonable adjustments where possible to ensure that any child is able to participate.

Educational visits including residential are accessible to all children and all children are encouraged to take part. Extra risk assessments, arrangements and planning will take place as required on each individual basis. This support will work in line with any plans the child has in place.

How do you support children with SEND to improve their emotional and social development?

We have a number of staff who support both individual and groups of children throughout school regarding their emotional and social needs. Our staff have an expertise in listening to pupils in order to explore the reasons / triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is

always to help children to be more independent in lessons. We also offer the opportunity to join Quad Squad to those that need a little more support in SEMH. Quad Squad allows the children the time to socialise and communicate with other to build confidence, resilience and independence.

We also have a Home School Link Worker who supports our children and families here at Riccall.

Our Home School Link Worker is Mrs Adams.



Mrs Adams can be found in the playground greeting the children and parents on most mornings. Mrs Adams always makes time to chat so please make sure you say a quick hello.

Some pupils may need a THRIVE assessment. THRIVE is a therapeutic approach to help support children with their emotional and social development.

The THRIVE approach offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provide action plans for their individual needs.

What are the arrangements for supporting children and young people in moving between phases of education?

We have a smooth transition from our F1 classroom, with extra transition visits for any child that requires them. We also work closely with other nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children.

Extra visits are arranged with well-known members of staff to acclimatise the children and to get to know new members of staff. The teaching staff have also created transition booklets that include photographs of the teaching staff, classroom, provision, and other areas of the school, too. This allows the children to familiarise themselves with the school a little more before attending or transitioning into a new year group/phase. We also offer welcome meetings for the parents to discuss the practice in the classrooms and this allows them to ask any questions and take a tour of the school, if they are attending school for the first time.

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

Sometimes it will be helpful for school to request some additional support from an outside agency.

Here at Riccall, we have established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- Healthy Child Team
- Prevention Services
- Sensory, Physical and Medical Team

- Speech and Language Therapist
- Physiotherapist
- Occupational Therapists
- Paediatrician
- EMS schools for Speech, Language and Communication and specific learning difficulties.
- ASCOSS – Autistic Spectrum Condition Outreach Service
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Professionals from all the above agencies regularly support staff and children in school.

To find out more about the North Yorkshire SEND Local Offer click [here](#).

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We encourage all parents/carers to speak to the school if you have concerns about your child's education. If you need to raise a concern, we would like to direct you to the school's SENCo or the Headteacher. If you feel your complaint has not been resolved, a formal complaint can be raised in writing to our Chair of Governors Mr Mike Sheedy. Our full school complaint procedure can be found on our website, which you can access [here](#).