



River Bank Primary Special Educational Needs Information Report

September 2024

Key members of staff:

Mr David Sansom	Headteacher
Mrs Hannah Leech	Deputy Headteacher
Mr Adam Haywood	Deputy Headteacher
Mrs Jane Vale	Assistant Headteacher/Special Educational Needs and Disabilities Co-ordinator
Mrs Turner	Assistant Special Educational Needs and Disabilities Co-ordinator
Miss Sophie Amos	Assistant Headteacher
Miss Lois Anderson	Assistant Headteacher
Ms Toni Chivers	Special Educational Needs and Disabilities Governor

1. How does the school know if children need extra help?

Information can be obtained from:

- parents, informally or formally
- previous settings
- other professionals in education, health or social care, in person or from reports
- teacher assessments that take place termly
- progress meetings between the SENDCO and the class teachers that take place termly.

The information is used to:

- inform parents/carers of progress and any concerns
- share relevant information with teaching staff
- consider if the child has a special educational need or disability (SEND)
- plan a way forward which might include small group interventions or individual support in school together with support from the family at home
- arrange a date to review progress

2. How do I raise concerns if I need to?

- Talk to us – contact your child’s class teacher about your concerns initially.
- If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Special Educational Needs and Disabilities Co-ordinator (SENDCO): Jane Vale.
- Appointments can be arranged in person, by phone or by email.

3. How will the school support my child?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENDCO co-ordinates and monitors the provision for any child identified as having SEND
- There may be a teaching assistant (TA) working with your child either individually or as part of a group. The content and frequency of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning and is reviewed and updated during termly learning conversations.

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCO to discuss support in more detail if required.
- Details of your child's support may be added to a SEND Learning plan or an Individual Education, Health and Care Plan (EHCP).
- EHCPs will be shared with you and your child (age appropriate).

4. How will you help me to support my child's learning?

- You are welcome to make an appointment to meet with either the class teacher or SENDCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Your child may be included on a SEND Learning plan or have an EHCP that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When the child's provision is reviewed, comments are made to show what progress the child has made and to inform the next steps.
- If your child has an Education Health and Care Plan (EHCP) then a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

5. Will my child have an opportunity to present their views?

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to hold other positions of responsibility, by their class or teachers.
- Children who have EHCPs discuss their progress and targets when these are reviewed (developmental stage appropriate), as well as at termly progress meetings.
- If your child has an EHCP, their views will be sought before any review meetings (as is developmental stage appropriate).

6. What support will there be for my child's overall wellbeing?

- We are an inclusive school that holds a child's moral, emotional and spiritual development as a priority.
- Our safeguarding procedures are rigorously enforced.
- The class teacher has overall responsibility for the wellbeing of every child in their class.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCO.
- To support your child in developing positive behaviours and friendship groups we have:
 - Regular assemblies; and
 - PSHE lessons that promote positive friendships and relationships.

We run a number of specific interventions that are designed to support the child's well-being and a pupil may be referred to one of these by the class teacher. They are nurture group, drawing and talking therapy, Lego social skills group, sensory circuits and Zones of Regulation.

The Code of Practice notes that when identifying a Special Education need (SEN), not only will attainment be assessed but also a child's social and emotional skills will be taken into account. In addition, consideration should be made as to whether a child may have a disability under the equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

In order to avoid exclusion and to increase attendance, the school operates the following actions:

- If a child has significant behaviour difficulties then strategies to support this will be utilised, including the involvement of the behaviour service and other relevant professionals.
- Please also refer to the school's Behaviour and Exclusion policies available on the school website.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the attendance and welfare officer who may involve the education welfare service, the Family Partnership team or children's services if this becomes a concern.
- Please also refer to the school's policies for attendance, personal, social, health and education and religious education.

7. How accessible is the school environment?

- All areas of the school are accessible by wheelchair. Lifts are provided for access to the upper floor and disabled parking bays are available in the car park.
- Accessible toilet facilities are available throughout the school.
- If you have specific access queries or concerns please speak with us.

8. How will the curriculum be adapted to match my child's needs?

- All learning activities within class are planned and adapted at an appropriate level, so that all children are able to access learning according to their specific needs.
- The SENDCO can provide advice to staff in order to meet the specific needs of individuals.
- We can offer small group and individual support to children in lessons as appropriate.

9. How does the school know how well my child is doing?

- As a school we track and analyse the children's' progress in learning against age related expectations three times a year.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- The head teacher and SENDCO report regularly to the governing body. We have a governor who is responsible for SEND, who meets regularly with the SENDCO and attends briefing sessions. They also report back to the Governing Body.

10. How will my child be included in activities outside the classroom, including school trips?

- Wherever possible all children are included on school trips. You will be contacted before a planned activity that could be away from the school site.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that should cover the same curriculum areas will be provided within the school environment, wherever possible.
- Whenever appropriate you may be invited to accompany your child to an off- site school activity or trip.

11. How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children and parents to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in EYFS, the head teacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the summer term, in order to help children, parents and staff get to know each other.
- A transition form is sent to all pre-schools and other schools prior to children transferring to River Bank.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

12. What specialist services and expertise are available at or accessed by the school?

- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:
 - Health services such as: GPs, school nurse, CAMHS (child and adolescent mental health service), educational psychologist, paediatricians, speech and language therapists, occupational and physiotherapists;
 - Children's services including: early help locality teams, social workers;
 - Behaviour service; and
 - Specialist advisory teachers.

13. What training have the staff supporting children with SEND had or are currently having?

- We look to ensure that we have a variety of skills among our staff, in order to enable us to support children in the best possible way.
- Support for staff working with children who have specific needs may involve additional training that the school will outsource, but we also provide in-house training in specific strategies.
- Our SENDCO has completed the National Qualification for SENDCOs (NASENCO).
- TA's receive training (fortnightly).
- Our Nurture lead (Miss Laura Scott) has completed the Senior Mental Health Lead training and is now working on a Postgraduate diploma to become a school's mental health specialist.
- Miss Laura Scott and Miss Charlene Bugler have completed the Emotional, Literacy, Support Assistant (ELSA) course.

14. Who can I contact for further information?

- You can discuss your child's specific educational needs by making an appointment to speak to the class teacher or the school's special educational needs and disabilities coordinator.
- For further information regarding special educational needs and disabilities provision in Luton you can access the Luton Borough Council 'Local Offer' by visiting:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

- You can visit Luton Borough Council's Family Services Directory by clicking:

https://m.luton.gov.uk/Page/Show/Health_and_social_care/children_and_family_services/Pages/default.aspx

15. Who should I contact if I am considering whether my child should join the school?

Please contact the Office Manager Lucy Brooks for further information about the school and to arrange a meeting with the head teacher David Sansom, in the first instance.

Tel: 01582 531860

Website: www.riverbankprimary.org

This policy will be reviewed by the full governing body annually.

Signature:



Adopted: September 2024

Review Date: Autumn Term 2025