



Riverside Junior School

The following details Riverside Junior School's Individual Local Offer (SEN Information Report as required in Schedule 1 of regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Ofsted inspectors visited the school in July 2013 and found that standards have been raised and pupils' achievements improved. Inspectors praised the school's curriculum and its commitment to the inclusion of all pupils, who are "cared for and valued equally". They were impressed by the way the head teacher and all staff know the pupils well as individuals, listen to their views and support their spiritual, moral, social and cultural development. Inspectors also singled out the good behaviour of pupils and their positive attitudes to learning.

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| School Name | Riverside Junior School |
| Headteacher | Rachel Burton |
| SENCo | Joy Rooney |
| Governor with responsibility for SEN | Emma Ingham |
| Contact details: address | Holme Street, Hebden Bridge, West Yorkshire HX7 8EE |
| Email (admin) | admin@riverside.calderdale.sch.uk |
| Telephone (Admin) | Telephone 01422 842154 |
| Email: SENCo | head@riverside.calderdale.sch.uk |
| Telephone (SENCo) | 01422 842154 |
| Age range | 7-11 |
| Funding | We have a notional budget provided by the Local Authority which is distributed via a graduated approach according to need. The Local Authority provides top up funding to support children who have a Statement of SEN or an EHC Plan. |

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| <p>How do we make sure all children reach their potential</p> | <ul style="list-style-type: none"> - Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and children’s interests - The school is well- staffed with teachers, support assistants and a learning mentor providing classroom support, supporting individual pupils in class, providing a range of group and individual intervention programmes. - All support assistants support pupils with SEN, with two additional members of staff providing 1:1 support for a pupils with EHC plans. - Quality of teaching and learning well monitored by highly experienced leaders. HMI visited the school in July 2013 and found that teaching standards have been raised and pupils’ achievements improved. - Targets for all children in line with our Target Tracker assessment. Individual education plans and targets for children with SEN. - Rigorous pupil tracking system which ensures all children are monitored. - Professional dialogue about every child in school takes place every half term which ensures any difficulties are identified early and suitable provision is put in place - Detailed reviews with parents and professionals. <ul style="list-style-type: none"> - Two parent consultation evenings a year and end of year pupil reports sent home. - Termly children on the SEN register and comprehensive annual reviews. Parental input is essential during our reviews. - Children’s views are very important: invited to consultation evenings, SEN reviews, school council, annual questionnaires. |
| | <ul style="list-style-type: none"> - A variety of curriculum information mornings and evenings for parents throughout the year. - Carefully structured behaviour policy which includes a strict zero tolerance for bullying. - A long established, acknowledged and celebrated ethos |

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| <p>How do we help a child with physical needs?</p> | <ul style="list-style-type: none"> - Building compliant with the Disability Discrimination Act - Risk assessment undertaken by LA and implemented by school <ul style="list-style-type: none"> - Delivery of programmes devised by OT and Physiotherapists <ul style="list-style-type: none"> - Disabled toilet - Access to a variety of pens and other writing apparatus and a range of ICT equipment <ul style="list-style-type: none"> - Variable height of tables and chairs available - A level outdoor play area with a trim trail - Staff trained to support pupils with physical needs |
| <p>How do we help a child with speech and language needs?</p> | <ul style="list-style-type: none"> - Delivery of programmes devised by speech and language therapists - TAs trained when supporting S+L needs. <ul style="list-style-type: none"> - Staff aware of expressive and receptive language difficulties and use appropriate strategies to support learning - Delivery of programmes devised by speech and language therapists - Language enriched learning environment |
| <p>How do we help a child with sensory impairment?</p> | <ul style="list-style-type: none"> - Use of visual timetables in all classrooms - Mainly carpeted throughout the school - Specialist room for focused work is available |
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| <p>How do we help a child who has social and emotional difficulties ?</p> | <ul style="list-style-type: none"> - 1 Learning Mentor – 35 hours per week - Access to specialist counselling – eg Noah’s Ark <ul style="list-style-type: none"> - Play therapist - Staff ASD aware receive training to use appropriate strategies and support learning. - Staff trained to support pupils with social and emotional difficulties and use appropriate strategies to support learning - Staff trained on ADHD and use appropriate strategies to support learning -- Delivery of SEAL through Assemblies and PSHCE - Breakfast Club - Social Stories trained staff - Access to specialist support for children with ASD and their families |
| <p>How do we help a child who has behavioural difficulties ?</p> | <ul style="list-style-type: none"> - Staff are aware of ESB and use appropriate strategies to support learning <ul style="list-style-type: none"> - Variety of Extra- curricular clubs to promote self esteem Lunchtime Clubs – Gardening, Lego, Reading and Knitting and Debating clubs - Specialised Nurture room - Close liaison with Behaviour Support Services to create individual behaviour plans - Behaviour Policy which sets out when parents will be contacted – this is kept for absolute emergencies |
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| <p>How do we help a child who needs support with literacy?</p> | <ul style="list-style-type: none"> - Staff experienced in Reading and Phonics interventions - Individualised focus plans to ensure challenge and progress - Staff experienced in the delivery of IEP's - Mastery pupils progress monitored to ensure challenge and progress. - Extensive delivery of reading, writing and spelling programmes eg Letters and Sounds, handwriting interventions, reading age assessments and interventions. - Differentiated spelling intervention - Specialist TAs who deliver individualised programmes for pupils with IEPs. - Programmes of 1:1 reading provided by trained volunteers <ul style="list-style-type: none"> - Phonics groups – small intervention groups for catch up phonics - Dyslexia aware staff throughout the school who use Dyslexia friendly teaching strategies |
| <p>How do we help a child who needs support with maths?</p> | <ul style="list-style-type: none"> - Staff experienced in using Numicon - Specialist TAs who deliver individualised programmes for pupils with IEPs. |
| | <ul style="list-style-type: none"> - Precision teaching Daily intervention and pre teach sessions with teacher and TAs following Shanghai Maths approach. - Mastery maths pupils monitored and challenged. |

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| <p>How do we support a child who has medical needs?</p> | <ul style="list-style-type: none"> - Individual medical needs plan created by a team around a child including the school nurse, parents and first aiders in school - Team of 7 First Aiders |
| <p>How do we help a child who has English as an Additional Language (EAL)?</p> | <ul style="list-style-type: none"> - Teacher with responsibility for children with EAL - Links with other schools for advice and support when required (No EAL pupils at present) - An Induction programme with children on arrival at school - Use of translation ICT software - Bi-lingual written translation of important school documents - Planned individual programme for each pupil |
| <p>How do we support a child with complex and multiple needs ?</p> | <ul style="list-style-type: none"> - Risk assessment conducted by local special primary school - Staff experienced – several children been through school with complex needs |
| <p>Which specialist services do we access beyond the school?</p> | <ul style="list-style-type: none"> - We have regular contact with the following services who give us support and advice. - Specialist Inclusion Service, including ASD, Visual Impairment and Hearing Impairment Team - Educational Psychologist - Speech and Language Therapy - Occupational Therapy |
| | <ul style="list-style-type: none"> - Physiotherapy <ul style="list-style-type: none"> - CAMHS - School Nurse - EIP |

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| <p>How will we include children in activities outside the classroom ?</p> | <ul style="list-style-type: none"> - Children with SEN supported in out of school clubs - Extra staff deployed for educational visits and events to meet the stringent requirements of our risk assessments. - Parents consulted prior to Educational visits and events for advice and guidance. |
| <p>How do we prepare and support a child for joining school and transferring to secondary school?</p> | <p>Extended visits to the Year 3 class in the summer term before child starts</p> <ul style="list-style-type: none"> - Yr 2 pupils invited to events throughout the year/ - Yr 2 pupils invited to stay for school lunch (with parents) in the summer term prior to the child joining the school - Yr 3 teacher visits Yr 2 pupils in their own class - Riverside Headteacher attends assemblies with Yr 3 pupils - Parents welcoming meeting in the summer term for all Yr 2 pupils joining the school - Allocation of a support assistant as soon as possible and introduction before the child starts school. Groups meet with Learning Mentor in Summer Term. - Transition Book of photos of specific school areas eg classroom, cloakroom, playground, teacher, TA - Extended visits to secondary school with primary school staff - Close liaison with parents - good exchange of information - Close liaison with all others involved in transition – good exchange of information |
| <p>How will we meet a child's personal care needs?</p> | <ul style="list-style-type: none"> - Personal Care Policy in place which is adhered to by all staff <ul style="list-style-type: none"> - A toilet for the disabled ensures space and sensitivity for some aspects of personal care. |
| | <ul style="list-style-type: none"> - All staff sign and adhere to 'Code of Conduct' |

- Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only contact parents in an absolute emergency.

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| <p>How will we develop social skills throughout the school day, especially at break times?</p> | <ul style="list-style-type: none"> - Playtimes and lunchtime seen as important part of the school day and 1:1 support included in EHC statements for children if appropriate - Staff in playground trained in developing children's social skills. - Lunchtime clubs available. |
| <p>How do we allocate resources?</p> | <ul style="list-style-type: none"> - One to one support given as specified in EHC - Our school employs a Teaching Assistant for each class for part of everyday. Group/individual work on IEP targets. - All children regularly reviewed (at least half termly) and provision matched to needs. - Advice from Outside Agencies implemented |
| <p>How do we ensure all staff are well trained?</p> | <ul style="list-style-type: none"> - Regular training sessions for all support staff on SEN issues - Programme of CPD training sessions for all teaching staff, accessing both external agencies and in-school support. - Commitment to maintain levels of training if members of staff leave - Whole school training part of the School Improvement Plan |
| <p>How do we raise awareness of special educational needs for parents and the wider community?</p> | <ul style="list-style-type: none"> - Achievement of children with SEN are celebrated in newsletters and other public documents - We have a drop in sessions for parent/carers of children with SEN available on Monday, Tuesday, Thursday and Friday afternoons. - Meetings held termly for parents of children on the SEN. |

We have tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to the SENCO or Headteacher, please just phone

school and we would be happy to talk to you.

Thank you for taking the time to find out about our local offer at Riverside Junior School – please do not hesitate to contact us for any further details.