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**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**](http://www.calderdale.gov.uk/localoffer) **which details the provision available in all Calderdale schools and academies.**

Ofsted inspectors visited the school in July 2019 and found that the school works effectively to ensure that every pupil has a rich and exciting range of experiences. 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 |  |  |
| Executive Headteacher | Lucy Caswell |  |  |
| Deputy Headteacher | David Howes |  |  |
| SENCo | Joy Rooney |  |  |
| Governor with responsibility for | Jo Doherty |  |  |
| SEN |  |  |  |
|  |  |  |
| Contact details: address | Holme Street, Hebden Bridge, West Yorkshire HX7 8EE |  |  |
| Email (admin) | [admin@riverside.calderdale.sch.uk](mailto:admin@riverside.calderdale.sch.uk) |  |  |
| Telephone (Admin) | Telephone 01422 842154 |  |  |
| Email: SENCo | [head@riverside.calderdale.sch.uk](mailto: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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| How do we make sure **all** | - Access to a broad, balanced curriculum which is well |
| children reach their potential | 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. |
|  | * There are 2 specialist practitioners who deliver targeted intervention to support all four areas of need. |
|  | 6 additional members of staﬀ provide 1:1 support for pupils with EHC plans.   * The school has an Autism Resource Provision which provides specialist support for KS2 pupils with Autism across Calderdale. |
|  |  |
|  | - Quality of teaching and learning well monitored by highly |
|  | experienced leaders. HMI visited the school in July 2019 |
|  | and found the quality of teaching remained good. |
|  |  |
|  | - Targets for all children in line with our Target Tracker and BSquared 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. |
|  | * 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. Parents have the opportunity to meet with teachers half termly. |
|  |  |
|  | - Children’s views are very important: invited to |
|  | SEN reviews, school council, |
|  | annual questionnaires. |
|  |  |
|  | - A variety of workshops for parents throughout the year. |
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|  | - Carefully structured behaviour regulation policy. |
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|  | - A long established, acknowledged and celebrated ethos |
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| How do we help a child with | | - | Building compliant with the Disability Discrimination Act |  |
| **physical needs**? | | - | Risk assessment undertaken by LA and implemented by |  |
|  | |  |
|  | |  | School |  |
|  | | * Delivery of programmes devised by OT and | |  |
|  | |  | Physiotherapists |  |
|  | | * - | * Disabled toilet |  |
|  | | - Access to a variety of pens and other wring apparatus | |  |
|  | |  | and a range of ICT equipment |  |
|  | | * Variable height of tables and chairs available | |  |
|  | | * A level outdoor play area with a trim trail | |  |
|  | | * Staﬀ trained to support pupils with physical needs | |  |
| How do we help a child with | | - | Delivery of programmes devised by speech and language |  |
| **speech and language needs**? | |  | therapists |  |
|  | | - TAs trained when supporting S+L needs. | |  |
|  | | * 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 | |  |
| How do we help a child with | | - | Use of visual timetables in all classrooms |  |
| **sensory impairment**? | | - | Mainly carpeted throughout the school |  |
|  | |  |
|  | | - Specialist nurture room for focused work is available | |  |
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| How do we help a child who has | | - | 2 specialist practitioners | |  |
| **social and emotional** | | - | Access to specialist counselling – eg Invictus, MHST | |  |
| **diﬃculties** ? | |  |
|  |  | |  |
|  | | * Play therapist | | |  |
|  | | * Staﬀ ASD aware receive training to use appropriate strategies and support learning. * Attachment training throughout school. | | |  |
|  | |  |  | |  |
|  | | - 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 Jigsaw through Assemblies and PSHE | | |  |
|  | |  |  |
|  | | - Social Stories trained staﬀ | | |  |
|  | | - Access to specialist support for children with ASD and | | |  |
|  | |  | their families | |  |
| How do we help a child who has | | - | Staﬀ are aware and use appropriate strategies to | |  |
| **behavioural diﬃculties**? | |  | support learning | |  |
|  | |  | | |  |
|  | | * Variety of extra interventions to support behavioural needs. | | |  |
|  | |  |  | |  |
|  | |  | Lunchtime Clubs – Games Club | |  |
|  | | - | Specialised Nurture room | |  |
|  | | - Close liaison with Behaviour Support Services to | | |  |
|  | |  | create individual behaviour plans | |  |
|  | | - Behaviour Regulation Policy | | |  |
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| How do we help a child who | - | Staﬀ experienced in Reading and Phonics interventions |  |
| needs support with **English**? | - | 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 Little Wandles, 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 | |  |
|  |  |  |  |
|  | * Phonics groups – small intervention groups for | |  |
|  |  | catch up phonics |  |
|  | * Dyslexia aware staﬀ throughout the school who use | |  |
|  |  | Dyslexia friendly teaching strategies |  |
| How do we help a child who | - | Staﬀ experienced in using Numicon |  |
| needs support with **maths**? | - | Specialist TAs who deliver individualised programmes for |  |
|  |  |
|  |  | pupils with IEPs. |  |
|  | - | 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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| How do we support a child who | - | | Individual medical needs plan created by a team around a |  |
| has **medical needs**? |  | | child including the school nurse, parents and first aiders |  |
|  |  | | in school |  |
|  | * Team of First Aiders | | |  |
| How do we help a child who has |  | |  |  |
| **English as an Additional** | - | | Links with other schools for advice and support |  |
| **Language (EAL)**? |  |
|  | |  |  |
|  |  | |  |
|  | - 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 | | |  |
|  |  | |  |  |
| How do we support a child with | - | | Risk assessment conducted by local special primary |  |
| **complex and multiple needs** ? |  | | school |  |
|  | - Staﬀ experienced – several children been through school | | |  |
|  |  | | with complex needs |  |
| Which **specialist services** do we | - | | We have regular contact with the following services who |  |
| access beyond the school? |  | | give us support and advice. |  |
|  | - Specialist Inclusion Service, including ASD, Visual | | |  |
|  |  | | Impairment and Hearing Impairment Team |  |
|  | - | | Educational Psychologist |  |
|  | - Speech and Language Therapy | | |  |
|  | - | | Occupational Therapy |  |
|  | - | | Physiotherapy |  |
|  | - | | - CAMHS  - School Nurse EIP  MHST |  |
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| How will we include children in |  | | * Children with SEN supported in out of school clubs |  |
| **activities outside the classroom** ? |  | | * Extra staﬀ deployed for educational visits and events to meet the stringent requirements of our risk assessments. |  |
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|  | * Parents consulted prior to Educational visits and events for advice and guidance. | | |  |
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| How do we prepare and support |  | | Extended visits to the Year 3 class in the summer term |  |
| a child **for joining school and** |  | | before child starts |  |
| **transferring to secondary school?** | - | | 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 | | |  |
|  | - Executive Headteacher attends assemblies with Yr 2 | | |  |
|  |  | | 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 |  |
| How will we meet a child’s | - | | Personal Care Policy in place which is |  |
| **personal care needs**? |  | | adhered to by all staﬀ |  |
|  | * A toilet for the disabled ensures space and sensitivity for some aspects of personal care. | | |  |
|  |  | |  |  |
|  |  | | |  |
|  | - 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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| How will we develop **social skills** |  | - Playtimes and lunchtime seen as important part of the |  |
| throughout the school day, |  | school day and 1:1 support included in EHC |  |
| especially at break times? |  | plans for children if appropriate |  |
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|  | * Staﬀ in playground trained in developing children’s social skills. * Lunchtime clubs available. | |  |
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| How do we allocate **resources**? | - | One to one support given as specified in EHCP |  |
|  |  |  |  |
|  | * Group/individual work on IEP targets. | |  |
|  | * All children regularly reviewed (at least half termly) and provision matched to needs. | |  |
|  |  |  |  |
|  | - Advice from Outside Agencies implemented | |  |
| How do we ensure all **staﬀ are** | - | Regular training sessions for all support staﬀ on SEN |  |
| **well trained**? |  | 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 |  |
| How do we **raise awareness** of | - | Achievement of children with SEN are celebrated in |  |
| special educational needs for |  | newsletters and on the website |  |
| parents and the wider community? |  | - We have support sessions run by MHST available. |  |
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|  | * Meetings held termly for parents of children on the SEN Register. | |  |
| Can my child access the autism resource provision? |  |  |  |
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|  | | The Autism Resource Provision (ARP) is a resource for 10 pupils on the Autism Spectrum who have been allocated a place by Calderdale Council. One aspect of provision for an ARP pupil is access to small intervention groups planned and led by specialist ARP staff.  At Riverside Junior School some mainstream pupils (without an ARP place) occasionally access specific groups within the school’s Autism Resource Provision (ARP) for a time limited intervention. The decision to place a child in an intervention group taught by ARP staff will be made by school staff based on:    ● The needs of the individual child.  ● The existing pupils in the ARP.  ● The ability and curriculum coverage of current ARP intervention groupings.  ● Whole school provision mapping.  This intervention will be time limited and reviewed termly. If a child requires long term support from the autism resource provision, an ARP place will be sought through the consultation process (with parental permission).  Please see the ARP information report for more information about your child’s access to the ARP |  |

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Reviewed – September 2023

Next Review – September 2024