



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 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.

School Name	Riverside Junior School
Executive Headteacher	Lucy Caswell
Deputy Headteacher	David Howes
SENCo	Joy Rooney
Governor with responsibility for SEN	Jo Doherty
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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.

<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. - 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. <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. Parents have the opportunity to meet with teachers half termly. - Children’s views are very important: invited to SEN reviews, school council, annual questionnaires.
	<ul style="list-style-type: none"> - A variety of workshops for parents throughout the year.

	<ul style="list-style-type: none"> - Carefully structured behaviour regulation policy. - A long established, acknowledged and celebrated ethos
How do we help a child with physical needs ?	<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
How do we help a child with speech and language needs ?	<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
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> - Use of visual timetables in all classrooms - Mainly carpeted throughout the school - Specialist nurture room for focused work is available

<p>How do we help a child who has social and emotional difficulties ?</p>	<ul style="list-style-type: none"> - 2 specialist practitioners - Access to specialist counselling – eg Invictus, MHST - 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
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> - Staff are aware and use appropriate strategies to 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

<p>How do we help a child who needs support with English?</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 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 <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. - Precision teaching Daily intervention and pre teach sessions with teacher and TAs following Shanghai Maths approach. - Mastery maths pupils monitored and challenged.

<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 First Aiders
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> - Links with other schools for advice and support - 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 - Physiotherapy <ul style="list-style-type: none"> - CAMHS - School Nurse EIP - MHST

<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 - 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
<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'

	<ul style="list-style-type: none"> - 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.
How will we develop social skills throughout the school day, especially at break times?	<ul style="list-style-type: none"> - Playtimes and lunchtime seen as important part of the school day and 1:1 support included in EHC plans for children if appropriate - Staff in playground trained in developing children's social skills. - Lunchtime clubs available.
How do we allocate resources ?	<p>One to one support given as specified in EHCP</p> <ul style="list-style-type: none"> - 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 well trained ?	<p>Regular training sessions for all support staff on SEN issues</p> <ul style="list-style-type: none"> - 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 special educational needs for parents and the wider community?	<p>Achievement of children with SEN are celebrated in newsletters and on the website</p> <ul style="list-style-type: none"> - We have support sessions run by MHST available. - Meetings held termly for parents of children on the SEN Register.

Can my child access the autism resource provision?

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

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.

Reviewed – September 2023

Next Review – September 2024

