

Name of School: Richmond Hill Primary Academy

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Richmond Hill Primary Academy is a two form entry, mixed non-denominational Primary Academy. We are a self-converter Academy and have approximately 430 pupils on role, which is increasing. Our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our Academy has a remarkable family atmosphere and a nurturing ethos that underpins its curriculum. The presence of pupils with either a disability or special educational needs is warmly welcomed by all academy staff and directors. Every opportunity is taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. Richmond Hill Primary Academy is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

How we identify if your child may need additional help and/or has special educational needs (SEN)

Procedures for identifying pupils with SEN and for monitoring their progress is clear, effective and straightforward. All procedures take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account. The school operates a plan, do, review cycle with clear plans to address any need identified. Tracking of children is paramount to the identification of additional help or SEN. Initial discussion will take place with the Class teacher and extra provision will be planned for or mapped. If a pupil requires further intervention then the use of a SEN support plan may be implemented with the involvement of the SENCO. The school can implement a number of diagnostic tests to match intervention to your child's learning needs. The Academy can also involve more specialist advice from the Educational Psychologist, along with a number of other outside agencies (e.g. Speech Therapist, Occupational Therapist, ASCETS specialist teachers, school nurse)

The following Academy policies are relevant to the assessment and identification of SEND

- Inclusion Policy
- SEN Policy
- Behaviour
- Disability
- Equality and Diversity
- Accessibility Plan
- Looked after children policy
- Equal Opportunities for pupils (based upon the Equality Act 2010)

How we involve parents and carers in meeting the needs of their child and in whole school developments

At Richmond Hill Primary Academy we believe that working in partnership with Parents is key to aiding the development of the child. In working towards this key principle, the Academy will:

- Assist parents/carers in their understanding of SEND procedures, provision and support through meetings and sharing up dated policy and practice
- Provide opportunities for discussion by encouraging parents/carers to attend regular meetings, workshops and parents evenings
- Ensure that the review process seeks and takes account of the parent/carer's view

as well as the child.

- Provide relevant signposts for information on our regular newsletter accessible through school website and APP

Prior to pupils entering Richmond Hill Primary Academy all pupils experience a comprehensive transition process where key information about your child's development will be discussed with the Academy staff. Wherever possible there should be pre-emptive action for the child/parents before the child enters our Academy if it is known that they have additional needs. This includes visits to school, advice from other professionals, Pre- Inclusion team, discussions with the Inclusion Manager and the Academy SENCO. This support and communication continues when the child is at school with at least termly meetings and informal discussions as necessary. If the class teacher feels additional support is required for your child then an initial meeting will be made to plan this. An individual provision map along with a child centred one- page- profile may be developed, implemented then reviewed. Each child on the SEND register has a support plan, which contains planned targets and will involve the Academy SENCO overseeing plans or being involved in their development. At SEN Support, the plan will be discussed at termly meetings and the action will be part of the child's provision map. A child with a statement or EHCP (Education Health Care Plan) also have these meetings which form part of the school and annual review process. Provision maps, Support plans, Statements or EHCP plans also contain information on the role of other agencies and the support they provide.

How we will involve your child in the planning and review of their support

An essential part of our ethos at Richmond Hill Primary Academy is the partnership and involvement of our pupils in the right to have their views and opinions incorporated into the assessment and review process. Every child in our Academy receives this 1-1 discussion as part of our mentoring conversations with the class teacher. For SEND pupils this may involve the SENCO and/or outside agencies. All pupils are informed of and involved in setting their own targets (age appropriate). They are supported to achieve the small steps to show the progress towards them. Targets are written using a small step smart target approach with measurable outcomes. Pupils are involved, wherever possible and appropriate, in review discussions for all or part of the process this may be through their views being brought to be shared at the meeting or by the pupils' attendance.

How we match the curriculum, teaching and learning approaches if your child has SEN

At Richmond Hill Primary Academy our practice is inclusive and successful. All staff, whatever their role within the Academy have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources and intervention programmes are chosen and deployed appropriate to the needs of our pupils based on detailed analysis of need.

We support and provide intervention for pupils within the class to enable first quality

teaching to have a high impact both academically and socially on the pupils. We also put in place interventions outside the class to close the gap for pupils with needs. These interventions have been tracked for impact on specific difficulties and include:- Thrive individual approach, Nurture groups, Time to talk, Socially speaking, FFT, Star time, Toe by Toe, Stride ahead, Stairway to Spelling, Fine Motor skills – Teodorescu perceptuo, Gross Motor skills –Vicky Nixon session, Dance-mat typing, Social Stories, Speech & Language Programmes, Units of Sound, Precision Teaching, Lego therapy, Phonics Tell, Angry Birds, PAT, 5 point scales, Comic strip conversations, Working memory, Switched on to reading, Inference reading, Easimaths. The Academy seeks to provide interventions that have a secure research base and are founded in EEF research.

How we provide additional support if your child has learning needs

Additional support will be planned for through the individual provision map or SEN support plan. This support is provided by the Academy and tracked. If the child's additional support goes beyond the Academy allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health Care Plan would be furthered through the use of the Academy's Educational Psychologist along with other involved professionals if a child's level of need required one.

How we provide additional support if your child has social and communication needs

The Academy operates a number of interventions to address difficulties with social communication. All classes operate visual time tables and some pupils have their own individual visual fob. Social stories are developed by a number of Academy staff to aid transitions or change activities. All staff have had recent training in social & communication difficulties. Intervention such as Lego therapy has been successful in key stage 2 in developing pupils in this area. In Foundation Stage and KS1 the use of circle of friends and nurture groups has aided social communication development. The Academy can also request the professional input of the ASCETS team for any pupil with this difficulty. The Academy also signposts to the regular Autism clinics for pupils with this diagnosis. Support groups for parents of child with ASD have been held and led by members of the ASCETS Team and the Academy SENCO has Level 1 training in Makaton.

How we provide additional support if your child has physical, sensory and/or medical needs

The Academy provides a daily gross-motor skills session for identified SEND pupils with Physical needs. A number of Fine motor skills programmes also operate in school along with the development of touch type skills. The Academy holds many aids such as; sit and move cushions, Kosh balls, fiddle toys, for those children with sensory needs. Additional support would always be in the form of a support plan. Pupils with medical needs will also have a medical care plan and designated support will be illustrated on this plan in line with medical practitioner advice.

How we provide help to support your child's emotional health and well being

At Richmond Hill Primary Academy we have a thorough SRE curriculum that

encompasses our core CARE Academy & British values these encompass; Working together, being democratic, respecting each other, being tolerant of those who have different beliefs to ourselves, respect individuality, joining in not excluding, debating, discussing and collaborating, sharing, being thoughtful, being resourceful, persevering, individual liberty and the rule of law.

We are now a Thrive school and currently have two practitioners offering SEMH support to children. The school has also adopted the Thrive whole school approach of working with all children, Thrive time is embedded weekly and our behaviour policy is based upon feedback from the children with regards to fairness and starting each day a fresh. Rewarding good behaviour is paramount and there are many initiatives in school where pupils have privileges for good behaviour. We run nurture groups to improve the emotional and social development of those children who need extra support. Pupils may be screened using the Boxhall profile to map provision. Pupils have open access to the Inclusion team. Children with social and emotional health issues may access 1:1 time with Inclusion Support or the Inclusion Manager. Our Inclusion Support member of staff is on hand to support families and liaise with other agencies as well as working collaboratively with the SENCO, Inclusion Manager and Safeguarding Lead. Child and Adolescent Mental Health Service (CAMHs) consultations and referrals may be made if deemed necessary to aid us in providing for individuals' needs. Staff have received training in Restorative practise also.

How we promote developing independence

The Academy's curriculum strives to develop independent life-long learners and through its strong SRE curriculum promotes this. Pupils as young as 6 have the opportunity to serve lunch in our family service environment. In Foundation Stage pupils lead their own learning in child initiated activities. Throughout the curriculum our children become self-directed in their learning experiences. We also operate a number of after-school ventures which promote independent life skills (cooking, lego team build). Our staff support our children well in self-regulating behaviour – evident in the schools unique behaviour tracking system. Providing regular feedback for our children and helping them highlight the progress made promotes our children to be successful independent learners. The Academy school council & ambassadors are elected class members who provide independence of learning & thinking in the Academy environment.

How we measure and review your child's progress against their targets and longer term outcomes

The Academy tracks pupils individually and measures progress against targets set. Targets for each child are set on their prior attainment group (PAG). Each child's progress is tracked against the objectives for the years' curriculum. During termly parent meetings your child's progress towards these will be discussed. It may be necessary for SEND pupils to be supported through interventions to achieve targets set. Termly tracking action plans are maintained by our staff and monitored by the SLT/Directors during Pupil progress meetings (TAP). For children with support plans or EHC plans parents and pupils are involved in the agreement of the targets set and the provision allocated. A number of diagnostic tools the Academy uses provide clear impact measures to inform outcomes of our interventions. Measurements of

progress towards targets are then taken at strategic points , three times per year and the effectiveness monitored through assessment tracking and TAP meetings. This allows for the class teacher and or SENCO to adapt or change the intervention to maximise progress.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The Academy consults its building company on issues of accessibility – also the HEAT team and also DRI Physiotherapy and OT department. Two disabled bays are used regularly in our car park. Rails have been installed to give greater access onto the stage. A ramp has been installed onto the field for greater access for our SEND pupils. The learning environment is stimulating and celebrates all pupils achievements. The Academy has recently had a grant to improve all health and safety features including new fire alarm system and self- shut fire doors. A new phone system has been installed to allow better communication access to school. This was an accessibility action from the equality and accessibility questionnaire results.

How we include children with SEND in the life of our school

Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children in their care. Peer and adult support may be employed to boost confidence, self -esteem and create an active learning environment. The Academy uses Kagan structures to capitalise on Peer Learning. The Academy uses a variety of resources to maintain the inclusion of SEND pupils. These resources are used to identify strengths as well as areas for development, encourage self-help and independence wherever possible. All pupils partake in extra- curricular activities the school offers making sure that children with SEND are included in the life of the school.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

The Academy has a teaching SEN coordinator (Mrs Robinson) who is supported by the Principal and previous SENCO (Mrs Secker).

We also have our Inclusion support with updated CAF and TAC training as well as our Inclusion behaviour specialist who has SEN level 3 Safeguarding level 4 and working therapeutically with children level 4 and CAF and TAC training completed. We also have a specialist Reading Manager who works closely with the SENCO on diagnostic testing to match interventions to learning need and styles.

New SEN code training has been delivered to all staff and is reviewed every year to ensure staff are up date with new practice. We purchase through the LA our Educational Psychology provision. Training on developing effective outcomes for SEND pupils has taken place focusing on SMART targets and SEN Support Plans.

Relevant teaching staff have attended specific training prior to taking the responsibility for specific needs within the SEN spectrum. The Academy training programme below indicates how we keep our staff up to date with specialist in depth training for staff.

- SEND New code of Practice refresh – all staff
- Safeguarding Level 1 all staff (Level 3- 6 selected Academy staff)
- First aid - all staff Paediatric first aid (selected staff)
- Thrive - selected staff
- Lego therapy - selected staff
- Learning mentor training - 2 staff
- SEN – simms and data collection –selected staff
- LA – Network Briefings New code – SENCO
- RWI phonics refresh – 6 staff
- Ecaf – 2 staff
- Raise online tracking & monitoring vulnerable/disadvantaged groups – 2 staff
- OFSTED – Safeguarding, SEND update, Safer recruitment - 4 staff
- Kagan – active learning to engage learning types – all staff
- Supporting pupil access to examinations – all staff & selected directors of the Academy
- Moving and handling pupils – selected staff
- SMART Target writing delivered by Educational Psychology Service – all teaching staff
- Working memory intervention – selected staff
- School nursing service collaborative meetings – selected staff
- Switch on to reading
- Reciprocal reading
- Stride ahead
- Stairway to spelling
- Theodoresu Perepscu – Fine Motor skills

- Dyslexia screening and intervention.
- Dyspraxia screening and intervention
- Real PE – supporting pupils with disabilities
- Precision teaching Literacy & Maths - all staff
- PAT – Phonological awareness – 2 staff
- BPVS – 2 staff
- Diagnostic word reading – 2 staff
- Yark – 5 staff
- ADHD – Calmers and energisers – 1 staff
- Social stories – 5 staff
- Team teach – selected staff
- SENCO – National Accreditation (2 staff member)
- Comic strip conversations – 2 staff
- 5 point scales – 2 staff
- Autism IDP – SENCO
- Foundation degree – Early child development (2 staff member) – Primary development (1 staff member)
- SMART Target writing for SEN Support plans – all staff

All Teaching staff have completed or are following ITT route.

External support and expertise we can call upon to help us to meet children's needs

- Educational Psychologist
- School Nursing Service
- Iffs
- Saisend
- Ascets Team
- Speech & Language therapy
- Occupational Therapy

- Child and Adolescent Mental Health Services (CAHMs)
- Physio Therapy
- SEN Department
- Standards and Effective officers - SEND

How we prepare children to join our school

At Richmond Hill Primary Academy we place a heavy emphasis on transition to our school. When joining Richmond Hill in any year the parent and child will be invited in for a tour of the school with members of the SLT. If joining in nursery the staff operates a comprehensive transition program with a range of drop-in sessions both with and without family members present. For our SEND pupils this can be extended to build that familiarity with the environment and staff. Transition parent meetings are held each year in school where you and your child have the opportunity to meet the new class teacher and see the new learning environment. All pupils have a week transition period in July to adjust to their new classes and surroundings, for pupils who may find transitions difficult this can be adapted and extended. A social story may accompany the child home to help reiterate daily routines, staff names, locations etc. Regular communication is key and each child is issued with a personal planner to provide a gateway to communication for parents and staff.

How we prepare children to move on from our school

The Academy holds an excellent relationship with its feeder secondary school 'Ridgewood.' Children in our Y6 have the opportunity during this year to feed into some extra- curricular clubs held there – such as drama, music etc. Our SEND pupils needs are discussed at length in the annual review meetings prior to going into Y6 – the secondary school will then attend the child's November and May transition planning meetings. Additional meetings may be required as part of the planning for transition. Each child is discussed at length with the schools pastoral and Inclusion team. The children attend a week long transition week which the Academy fully supports. Selected SEND pupils may also attend the secondary schools summer school. The Academy also liaises with a number of other Doncaster secondary schools if a child is transferring there to make the process as smooth as possible. Through our dedicated staff, and curriculum that develops the personal qualities of every child, our children are well prepared to take on the challenge of Secondary Education.

How we deploy our resources to meet the needs of children with SEND

Pupils identified with SEND will have regular plan – do - review meetings (APDR). It is during such meetings that resources may be allocated to meet the needs of your child. The Academy operates the following system for allocating resources.

One Page Profile – profile of your child's learning needs to aid transition and inform staff of learning styles, interests.

Class Provision Map – may identify groups of pupils for specific intervention.

Individual Provision Map – Class teacher will discuss with parent difficulties and place child on SEND register – 2 cycles of plan – do – review – resource allocation

Support Plan 1 & Enhanced – The child may require the involvement of the SENCo and outside agencies to aid with a more detailed plan – do review – resource allocation.

Resources such as diagnostic testing for reading difficulties and maths difficulties can be allocated at support plan meetings. Along with resources from the schools Inclusion team for pastoral support and Emotional Health.

The SENCO will discuss with the Educational Psychologist any child who requires their involvement at planning meetings with consent from the parent.

Contacts for more information

Head teacher/ Principal: Mrs Deborah Secker

Chair of Governing Body: Mrs Mavis Latham

SEND Governor – Mr Nigel Hair

Head of School: Mrs Cousins

SENCO: Mrs Mel Robinson

Assistant Head (Pastoral/Inclusion) – Mr Norton

Safe-guarding Lead – Mrs Cousins

Inclusion Team – Mrs Lord (also Safeguarding Officer)

Mrs Iveson

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SEND Policies and SEN Information Report link(s):

SEN policy:

<http://richmond.doncaster.sch.uk/wp-content/uploads/2015/06/Richmond-Hill-Primary-Academy-SEN-Policy-Jan-2014.pdf>

SEN Information report:

<http://richmond.doncaster.sch.uk/wp-content/uploads/2015/06/RHPA-SEND-Information-Report-V4.pdf>